



October 1953

**National Parent-Teacher**

THE P.T.A. MAGAZINE

# Objects of the National Congress of Parents and Teachers



To promote the welfare of children and youth in home, school, church, and community.

To raise the standards of home life.

To secure adequate laws for the care and protection of children and youth.

To bring into closer relation the home and the school, that parents and teachers may cooperate intelligently in the training of the child.

To develop between educators and the general public such united efforts as will secure for every child the highest advantages in physical, mental, social, and spiritual education.

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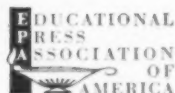
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## Editorial Office

600 South Michigan Boulevard, Chicago 5, Illinois

The magazine is not responsible for loss or injury to manuscript or art material while in its possession or in transit.

## Subscription Office

600 South Michigan Boulevard, Chicago 5, Illinois  
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## Rates

\$1.25 a year—U.S. and possessions  
\$1.50 a year—Canada  
\$1.75 a year—Other countries  
Single copy—U.S. and possessions, 15 cents  
Single copy—Other countries, 20 cents

Make check or money order payable to the National Parent-Teacher and mail to the above address. Allow four weeks for first copy to reach you.

Notice of change of address must be given one month in advance and must show both old and new addresses.

The National Parent-Teacher is listed in the Education Index and the Readers' Guide to Periodical Literature.

Published monthly, September through June, by The National Parent-Teacher.

Entered as second-class matter, October 3, 1939, at the Post Office at Chicago, Illinois, under the Act of March 3, 1879.

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# National Parent-Teacher

THE P.T.A. MAGAZINE

600 SOUTH MICHIGAN BOULEVARD • CHICAGO 5 • ILLINOIS

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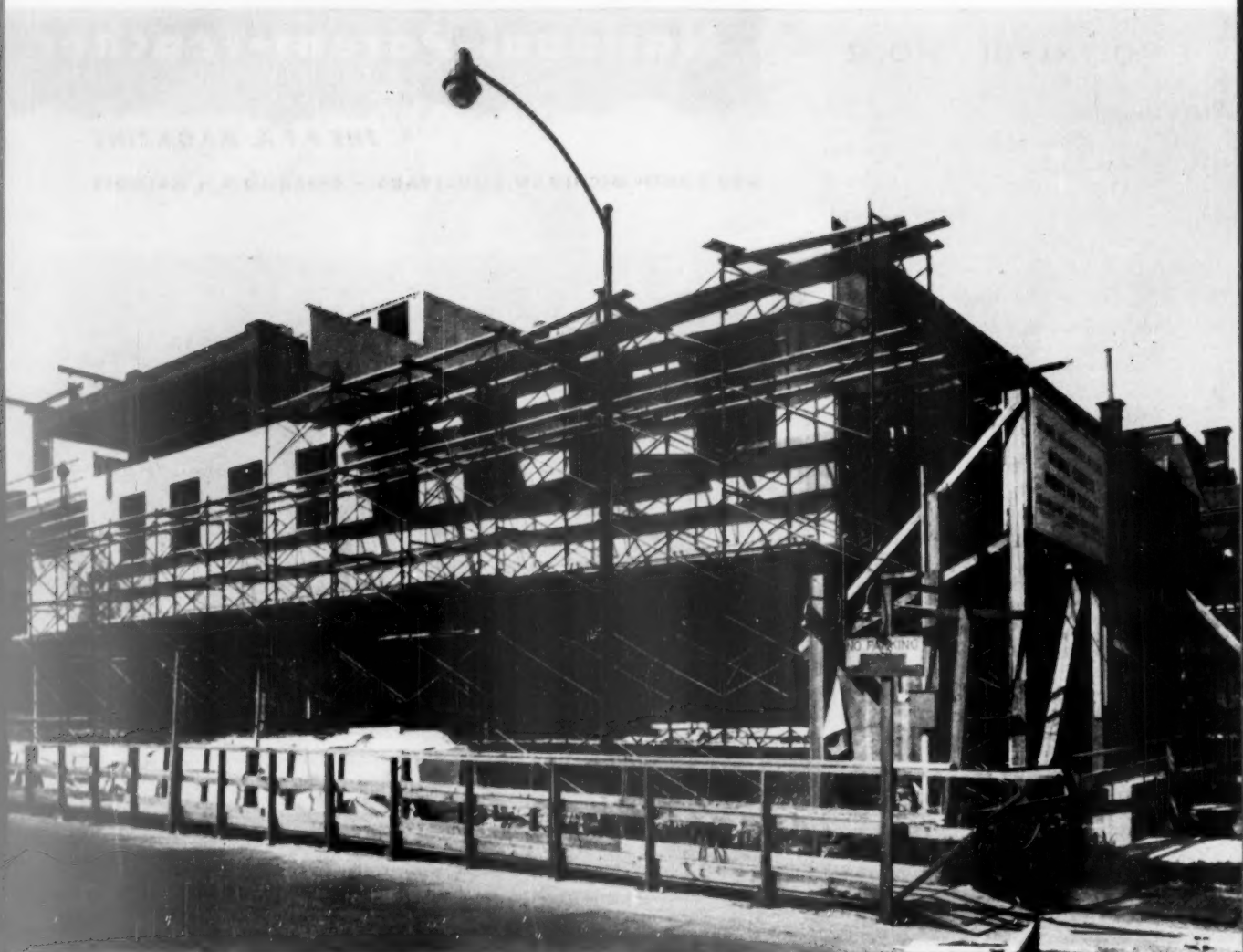
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OUR NEW NATIONAL HEADQUARTERS grows apace. By mid-August, when this photograph was taken, the second story had been faced with Indiana limestone and the first story was ready for its contrasting facing of Swedish granite. Inside, there's a lot of activity too. Pipes and electric wiring are being installed as the partitions rise. On September 24 the cornerstone of the headquarters building, which stands at the corner of Rush and Huron streets in Chicago, will be laid in a ceremony attended by the National Congress Board of Managers, many other parent-teacher members, and friends of the organization.





## *The President's Message*

# Month of Welcome

FOR us the tenth month of the year is a month of welcome, a month when we greet newcomers into our parent-teacher associations throughout the land.

Of course, our doors are always open to those who cherish children and hold out a friendly hand to youth. Our work is far from seasonal. But each year so many new friends join us in October that we have set it aside as a month of the open door, of special welcome.

*Welcome* is one of man's friendly words. It is a word of the outstretched hand and of the cordial smile, a word that ushers in the newcomer and takes him to the hearthside. Last year our associations extended their welcome to more than seven hundred thousand new members. These men and women became part of one of the largest volunteer organizations in the land, an organization of almost eight million members—mothers and fathers and teachers and other interested friends.

Why is it that so many are coming into our associations? It is undeniable that some great force is drawing and holding us together. What is it? Each one of us could give an answer in two words. Those words are "I care."

Yes, all of us care. We are asking questions, and we are actively seeking answers. And in our asking and our seeking we are discovering other askers and seekers. In their fellowship we are finding support and inspiration.

WE CAN mention here only a few of the insistent questions that press for answers and for action:

Are we doing our utmost to safeguard the health of children and thus assure America a strong and stalwart citizenry?

Do all our boys and girls have an equal chance for education suited to the development of their full capacities?

What happens to boys and girls who come in conflict with the law? Are any of them still being confined with adult lawbreakers?

Do our teen-agers have centers where they can meet for wholesome recreation?

And what of the bright, peaceful world we want to leave as a legacy to our children? Are we doing everything we can to banish ignorance, disease, and war from the globe?

These are some of the questions that challenge us and bring us together.

And who are the children for whom we are concerned? All the boys and girls in our neighborhood. All the boys and girls in our town—and in every town. To secure and preserve the good life for all children everywhere, we need the efforts of all men and women who care enough to seek avenues of service to children and youth.

THEREFORE, I, Lucille P. Leonard, president of the National Congress of Parents and Teachers, do hereby designate the month of October 1953 as Membership Enrollment Month. To the new members who have joined our ranks I say "Welcome!" We are happy that you are acting to make your town and our world worthier of children. Your coming brings to all of us new spirit and new strength.

And to those of you who are hovering at the threshold, wondering whether or not to come in, I say "Our doors are open. Inside them millions of us are working to bring promises to pass. Won't you join us?"

*President, National Congress of Parents and Teachers*

# The Common Cold

With winter not too far off, most of us are resigned to suffering the runny nose, bleary eyes, and short temper that usually characterize the common cold—never realizing how staggering is the cost of this nuisance to ourselves and to the country as a whole. What this waste of human energies and productive power amounts to is disclosed by a noted medical scientist.

Victor H. Haas, M.D.



© Ewing Galloway

NOBODY, child or adult, likes a runny nose, but few of us—when we have one—are afraid of dying from it. We accept the common cold as one of the inevitable discomforts of life, just as we accept corns on our toes or the wails of a teething infant. If we talk about it at all, we're likely to speak of it jestingly in a stout-fellow sort of way. Some solemn sufferers, of course, may refer to it as "Virus X" or "upper respiratory infection," but the rest of us simply refuse to take the common cold seriously.

This frame of mind is not surprising when we consider that most people have somehow come to believe that nothing much can be done about this ever-present ailment. So we make no determined effort to fight it. We carry on no campaigns to raise funds for research and public education, as we do in the case of infantile paralysis, for example. Of course this is partly because the emotional appeal is lacking. No crippled child pleads for our help as in infantile paralysis. No sudden death reaches out indiscriminately as in heart disease. No pain

# Is Costly!

and suffering cry for relief as in cancer. But year in and year out, the common cold goes its universal, impartial way, felling millions for brief periods and producing a goodly amount of minor discomfort and misery.

There are things and people that we think of as mean and aggravating though never mortally dangerous. If we have to put up with them we do, but we resent the way they waste our time and tempers. The same thing is true of the common cold. It's a waster of time, energy, human resources, and—to put it bluntly—large sums of money. It is, for one thing, the major cause of absence among school children.

## The Cost to Children

This year in our public and private schools we have nearly thirty-four million potential victims of upper respiratory infections. Of course if we were to compare the health of these youngsters with that of their parents and grandparents when *they* were in school, we would quickly see the tremendous gains that have been made in preventing and treating other diseases. For the most part all the really serious infections of childhood have been effectively controlled. The deadly smallpox, diphtheria, and typhoid fever have declined steadily over the years. Through widespread immunization, improved sanitation, and new drugs these once dreaded plagues have lost their power over children. Only one infection remains unchanged, the common cold.

Back in 1947 a life insurance company made a study of school absences in seven large California cities. Even in this sunshine-flooded state, the survey showed, respiratory diseases accounted for 46

per cent of all absences, medical and nonmedical. Next came digestive ailments, but they accounted for only 11 per cent of the absences. Even such common childhood diseases as whooping cough, chickenpox, and mumps accounted for a mere 4 per cent!

As far as colds are concerned, there is no difference between East and West in these United States. At Hagerstown, Maryland, the U.S. Public Health Service also made a study of school children's absences and came up with startlingly similar results. The figures once again revealed that absence from school is caused more by ordinary colds than by any other form of illness. Each month from October on, there is a steady rise in the percentage of days lost because of colds, beginning with 26 per cent in October and reaching a peak of 36 per cent in January. Thereafter there is a gradual drop, with the low point in the month of May.

In Canada too, much the same results have been reported. When the National Committee for School Research sponsored a study of nine Canadian cities, it was found that respiratory diseases were responsible for 37 per cent of all school absences, medical and nonmedical, and that in 26 per cent the common cold was the culprit.

All these figures show that colds are by far the biggest reason for keeping children home from school. What about grownups? What effect does this nuisance ailment have on them and their jobs?

## The Cost in Manpower

Only last winter the American Institute of Public Opinion found one answer to that question in a nation-wide survey. During a single week in January an estimated thirty-five million people in the United States had colds. This was said to be the largest number of cold victims ever tabulated in a given week by the Institute, which has carried on the same periodic checkup of the common cold every year since 1941.

Another answer is supplied by the U.S. Public Health Service. Its figures show that 40 to 50 per cent of the people who are absent from their jobs because of sickness are laid up with colds or complications arising from colds. Such absences average two and a half days a year for each employee. Perhaps that doesn't sound like much time away from the job—at least if we think of the cold-ridden individual—but what does it mean in terms of dollars? According to the Common Cold Foundation it means an annual wage loss of *more than a billion dollars*.

This is only part of the story. In industry alone, for example, 420,000,000 dollars of this billion-dollar yearly wage loss are accounted for by factory workers. "On this basis," reports the Foundation, "a fair estimate of the value of goods that might have been produced without interruption of production



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schedules would be in the neighborhood of two billion dollars—a direct loss to industry.” In nonmanufacturing firms the cost of absenteeism due to colds is estimated to be close to 1,750,000,000 dollars every year. And these astronomical figures take no account of the huge sums spent on drugs and other treatment for the common cold—sums estimated to exceed 400,000,000 dollars a year.

### The Complexity of the Problem

With these facts before us we can hardly doubt that the common cold ranks as a major persistent menace to public health. Why, then, have we made so little progress in bringing it under control? One reason we have already mentioned—the fact that we just don't take the common cold seriously. Another reason is that many of us have the idea that little progress has been made in cold research. True, most of the research done in the last thirty or forty years has had rather disappointing results. At least, however, it has served to indicate how extraordinarily complex the problem is.

In the first place, scientists are not even sure what disease or diseases they are dealing with. It may be that what we call the common cold is only one of

several upper respiratory diseases. Another difficulty is that scientists have been unable to transmit these infections to small laboratory animals.

A number of research workers have reported that the infectious agents have been cultivated in fertile hen's eggs and then passed on to human volunteers, who then developed the symptoms of a particular kind of upper respiratory infection. But neither the original investigators nor other workers have been able to reproduce results uniformly. Such work with human volunteers indicates that it is extremely hard to produce deliberately a cross infection from a cold sufferer to a healthy person.

On the other hand, there have been some promising discoveries in recent years. Research at Western Reserve University, under John H. Dingle, M.D., has produced interesting data on the occurrence of infectious diseases in families. Dr. Dingle and his associates found that respiratory infections were responsible for about 75 per cent of all illnesses in the families under study.

As might be expected, children proved to have more respiratory illnesses per person per year. The greatest sufferers were preschool children in families where there were also school children. These unfortunate youngsters had an average of about eight and a half respiratory infections per child per year—or a new illness every six weeks!

Dr. Dingle also reported that about half of the attacks of respiratory disease observed in this family study seemed to be acquired within the home. More illnesses were passed on to other members of the family by wives than by husbands, and children passed on twice as many as did adults.

In the laboratory, work on the common cold has served a useful purpose in pointing out the limitations of old approaches to this problem. At the same time it has laid the foundations for a fresh approach through newer methods, such as tissue culture, and the use of newer experimental animals, such as suckling mice—the same tools that have helped scientists discover twenty-five or thirty new viruses.

So we see that the common cold is not a dead-end research problem. Though it may appear to be—in the words Sir Winston Churchill applied to the Soviet Union—"a riddle wrapped in a mystery inside an enigma," it need not remain so. Adequately supported research, backed by clear evidence of public interest, can continue to assure progress on this important health problem. And there is every reason to believe that if we are willing to support the work of our scientists, we can at last end the grudging tribute long paid to this exasperating disease.

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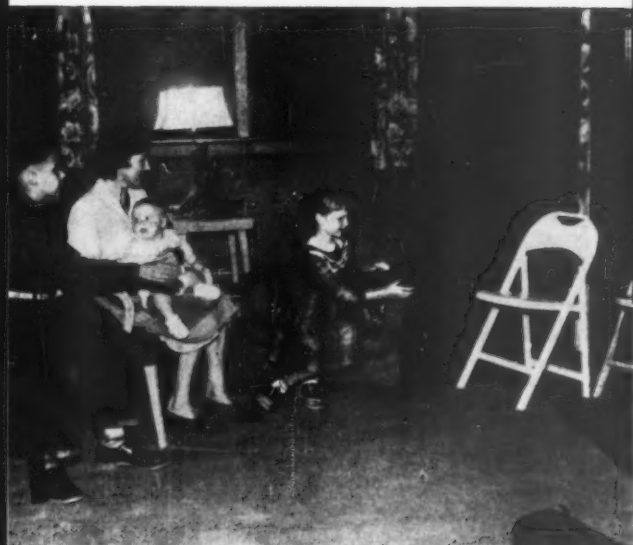
*Victor H. Haas, M.D., is director of the renowned National Microbiological Institute at Bethesda, Maryland—one of the National Institutes of Health maintained by our U.S. Public Health Service.*



This is the second article in the 1953—1954 study project on effects of teachers and parents on children.

# How Friendly Is

Rosemary Lippitt



© John Cunningham, Ann Arbor

# Your Child?

The author's children are showing her how they (represented by the two white chairs) would like to be treated when they come home from school and find unexpected guests having tea in the living room.

It's clear, is it not, how you want your children to feel toward other persons? It's as easy to list desirable attitudes as to make a catalogue of usable skills and items of knowledge. But it is not so easy actually to teach attitudes. Here, in graphic detail, is a method that works.

ALL children want to be friendly and want to be liked. Unfortunately some children do not know how to express these needs in a friendly way. What is even more unfortunate, many of us—both grown-ups and children—often do not recognize that apparently hostile behavior may still express a desire to be accepted and loved.

It is not difficult to see why the child who behaves that way feels rejected and frustrated when others openly dislike what he does. Actually, negative feelings are often traceable to a lack of insight on the part of both the giver and the receiver. Haven't all of us seen a youngster who is seeking another's friendship use the wrong technique entirely, antagonizing or even frightening that other child? The following discussion between two first-grade children illustrates this point.

Reese was eating lunch at Carolyn Brown's house when he came out with this remark:

"You know, Carolyn, I've always liked you."

Carolyn responded, "Oh, no. You teased me and chased me at first."

Reese was amazed. "No, I didn't. I liked you the first time I saw you on the playground."

As they sat and stared at each other, Carolyn's mother exclaimed, "Now I understand it all! Last fall Carolyn came home and said a boy was teasing her and chasing her all around the playground. Really, Carolyn, Reese was trying to tell you he liked you and wanted to play with you. But you see, Reese, she was afraid when you chased her."

At this both children laughed and went on with their lunch. Mrs. Brown felt pleased and relieved as she remembered how frightened Carolyn used to



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he of "that boy." Not knowing the situation, Mrs. Brown had nevertheless tried to help Carolyn by suggesting that little boys who chase girls may want to play and that Carolyn should smile at him and ask him to play with her and her friends.

As Mrs. Brown sat watching the two children eat and converse, she was amazed to think that her child could ever have been afraid of this nicely behaved, charming little boy. It was just a matter of misunderstanding.

### Drama Does It

It is too bad that many children do not have the opportunity to discover, as Carolyn and Reese did, how each has felt about the other's behavior and thus overcome their original misunderstanding. But there are no laboratories where we can learn about human behavior in this way, no places where we can practice and experiment with different ways of behaving until we find the one that expresses our real feelings. However, the recent use of spontaneous dramatics to portray social situations is beginning to meet this need in home and school.

Role playing, as we call this method, can provide parents and teachers with an excellent technique for helping a child try out different ways of behaving until he is able to express his feelings adequately. It enables him to gain insight into other people's actions. And, most important, it helps him to become more friendly. As soon as he finds that what seems to be unfriendly behavior is only a poor way of saying "I want to be friends," the sting of the situation is gone, and he becomes interested in trying to understand the other person. In this way role playing can help solve many conflicts. It works equally well with preschool and school-age children.

Suppose you are going to try role playing with

These three-year-old nursery school children are having fun with role playing. They are learning how to be kind to the animals at the zoo (represented by the two children behind the upturned table), while keeping at a safe distance. The animals like food but not sticks and stones. They like to hear gentle voices, but loud shouts hurt their ears.

five-year-old Billy. First you choose your aim. It may be to help him be friendly with a new child in the neighborhood or to understand how the injured or the handicapped feel. Perhaps you want him to have practice in making friends or to help him understand how his father feels when he comes home tired from work—or how a doctor or dentist feels when a child is afraid of him.

With this aim in mind you enter into the spirit of Billy's own imaginary play, whether it's cowboys or "house" or adventures in space. Maybe you will need to start the game yourself by asking Billy to guess who or what you are pretending to be. After he has had fun with the guessing, he may suggest playing Indians or cowboys. Into this play



© John Cunningham, Ann Arbor

Role playing is helping this boy to understand how the very active child (represented by the empty chair) feels and how he really wants to be friendly in spite of his seemingly aggressive approaches.

you weave your theme—the newcomer to the neighborhood, the tired father, and so on—and depict the feelings that you want Billy to understand or acquire. Little children often copy their behavior from role playing, so you will show only the posi-

tive ways of making friends and entertaining them. Billy will find it all fun, and you won't have to point out or summarize to him what he has been learning. Leave it as a part of the imaginary drama.

The following example shows how role playing helped a group of nursery school children understand why bystanders stared at them.

The children had to walk a few blocks with their teacher to get to the park where they played. On several occasions they had been quite aggressive and resentful toward bystanders who stared at them. Their teacher had talked to them about this behavior but without effect. Then she decided to try role playing.

The teacher seated the youngsters in a semicircle, telling them she was going to act for them and they could guess who or what she was pretending to be. When they were all eagerly involved in the game, she said, "Now I am going to play that there are a lot of children going to the zoo." She lined up a number of chairs to represent children. "Here they are all walking along together to see the animals. And, look, here is a lady watching the children. 'My, how I love children! I wish I had one of my own, I hope they are going to have fun.'"

Then the teacher became another person. "Now I am over here. This time I am a man, a very busy man. He likes children too, but he is so busy he doesn't have time to watch them." She walked to the front of the room and bent over a little, to resemble an old man they had teased. "This time I am very old. 'Oh, my legs hurt. I can't run and skip like those boys and girls. I love children. I hope they are careful not to push me, for I can't move fast. I am not as strong as I used to be. Oh, look. One of the children is smiling at me. That is so nice. It makes me feel better just to see that lovely smile.'"

At this point she returned to the guessing game and asked the children to think up things for the others to guess. The next trip to the park was a very different one, for the children felt that the staring adults were friendly, and smiled back.

### Holding Up the Mirror

Role playing is also an interesting activity for the school-age youngster. He too likes the "guess who," or charade-like, approach. You might introduce it by saying to the child, "You are a detective, and you are going to guess who or what I am pretending to be." As soon as the game is understood and enjoyed, you might suggest, "Now let's play it a little differently. You are still a detective, but you have a tough job. You're going to detect how I am feeling." After acting out some typical examples of joy, fatigue, or any other feeling, you introduce the behavior you wish to help him understand, such as how the active, teasing boy is really saying "Be my friend"; how the bossy girl is trying to be helpful;

how the shy child feels; how the new child feels; how the crippled or disfigured child feels; how the substitute teacher feels.

There are, of course, many possibilities, but always the aim is to get the child interested in thinking about how others feel. Since you'll need to show a group of people, it is a good idea to use a few chairs to represent different characters. You say, "Let's take some chairs and pretend they're people. See, they have arms, legs, and a back." (Touch a chair as you explain this.) "You are to figure out how this man is feeling." (Take a chair and move it to one side.) "He is selling tickets at the station. He is a little cross to this lady. Now, detective, how might he be feeling?"

You begin with a role that is quite different from that of the child and later bring in one that is more similar—the shy child, the bossy one, and so on. Each time, you ask for ideas about how the man or woman or child is feeling, then add your suggestions.

The next step is to ask your youngster to detect how the person in the play might like to be treated. As soon as you have listed a number of ways of behaving, you may then suggest that he act out his ideas and see how they work. At this point you are giving him a chance to try out different ways of behaving to find out how best to meet a situation.

During this whole process the child is also seeing his own behavior mirrored in one or more of the characters and in a nicely concealed manner is learning how other people feel about *his* behavior. He is also finding out how they might like him to act. But be careful not to make your chairs represent specific persons, like Tom or Jane. Just explain that this is the way people are.

The final step is to help him adopt the suggestions and practice using them in everyday life. This can't be achieved in the first few role-playing sessions. It comes only with time, as he begins to feel able to use the insights he has gained.

When all these steps have been achieved your young boy or girl may like to keep on using his detective powers. He will enjoy watching for situations that make good material for analysis and discussion in these role-playing sessions.

And you yourself may benefit unexpectedly as you use this technique to help your child understand others' behavior. For you will be discovering that beneath the antisocial behavior every child displays at times, he too may be saying "Be my friend."

---

*Rosemary Lippitt is a psychotherapist who serves on the national advisory committee for the Camp Fire Girls and as part-time staff member of the public schools of Grand Rapids, Michigan. In this latter post she trains teachers in the use of role playing. As you see in the first illustration, Mrs. Lippitt is the mother of three lively children.*

# A PICTURE OF

Here an eminent psychiatrist offers us a yardstick by which we may judge our own mental health and tells us what we can do to speed up the solution to America's biggest health problem.

PERFECT mental health is an ideal we all strive toward, though seldom do we reach it more than momentarily. For all of us have emotional problems, and whether or not they make us ill depends on the strength of our personality and how much stress they create. We can, however, on the basis of our present knowledge, set forth a broad description of the mentally healthy person.

*The mentally healthy person can deal constructively with reality even at its worst.* Children at play move into a world of unreality, of make-believe. The little boy's toy automobile seems very real to him; the little girl's dolls become alive for her. Most of us grownups struggle along in a real and sometimes rough world.

To some degree, of course, we make that world. Within limits we decide what we want to be, what we want to do, where we want to live. But we know we must work, and we know we must give up something today to gain something better tomorrow. Most of us, whether we wish it or not, have some responsibility for other people. Living itself includes natural hazards: birth and death, floods and droughts, bumblebees and rattlesnakes. It includes too the man-made hazards of selfishness and dishonesty, auto racing, and crouching in a fox hole. The higher your batting average in handling these pressures constructively, the better your mental health.

The mentally healthy person gets satisfaction from struggle, particularly as he turns adversity into achievement. Not that some dissatisfaction is unhealthy, for without it we make no progress. On the other hand, habitual dissatisfaction may indicate that we are attempting something beyond our ability or that our efforts are not well directed.

To meet reality in a healthy fashion also calls for a sense of security. There are two types of security. One is internal, based on your attitude toward your-



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self. With it you have peace of mind and self-confidence, but not complacent self-satisfaction. The other is based on external relationships—relationships with other people in the family, in the schoolroom, or on the job. Security in the external world may depend, among other things, on your acceptance there, your economic status, and your ability to cope with threats.

Yet no one can always feel secure about everything. Good mental health depends in part on maintaining a sense of security most of the time, even in the face of tough realities.

## Blessed Are the Warm of Heart

*The mentally healthy person finds greater satisfaction in giving than in receiving.* An infant is wholly on the receiving end of things, but the major function of the adult is to give to others. This does not mean that giving is always in itself a sign of mental health. People may give for unhealthy reasons—for acclaim or special favors or to get security.

The ultimate aim of every parent, as of every



# Mental Health

William C. Menninger, M.D.

teacher, should be to guide the child toward maturity and the satisfactions of giving. The attitude of the immature may well be expressed by their questions, "What has that to do with *me*? What do *I* get out of it?" The mature individual asks, "What does that have to do with *us*? What do *we* put into it?"

*The mentally healthy person is relatively free from tensions and anxieties.* Naturally some situations worry us no matter how mentally healthy we are. We can't help worrying over a critically sick child, for instance. But in addition, there are for each one of us certain specific situations that arouse the same anxiety we once felt during some disturbing but long-forgotten experience. At such times we feel more emotion than the events themselves warrant—uneasiness on a calm airplane trip or undue concern when daughter isn't home from her date on time. But the healthy person recognizes these feelings that are unreasonable or unjustified.

To protect ourselves from too much pain and unhappiness we unconsciously adopt certain devices, certain ways of acting that go back to those early years when our personalities were developing. Often these unconscious devices have to do with our behavior toward others. We may be aggressive or passive. We may resent any authority. Maybe we can't work with members of our own sex; maybe we can't get along with the other sex.

All of us, for example, at times try to justify to others (and ourselves) our feelings or opinions or behavior. Though our explanations may not be based on facts, they make us feel comfortable. We learned this protective device as children, when we had to account for our behavior to our elders.

## The Inner Battleground

Many of us protect ourselves by attributing to others our own shortcomings. Many of us, too, express our conflicts through our bodies. Under emotional stress most of us develop headaches, stomach aches, or backaches. Sometimes we may be aware of the strong emotion—anger, fear, or worry—that set off the pain. At other times, we may not be con-

scious of the inner turmoil that can even bring on diseases like peptic ulcer, some forms of allergy, and some kinds of high blood pressure.

In short, nature has provided us with ways of carrying on in spite of problems. Most of us use them frequently when there is no real need, but only when we become incapacitated or handicapped by them is our mental health affected.

*The mentally healthy person relates himself consistently to others with mutual satisfaction and helpfulness.* Whether or not we have this ability is determined largely by what we learned in our own families during infancy and childhood. Healthy relationships with others call for the capacity to give and take, to sense the feelings of others, to inspire confidence in friends and loved ones.

*The mentally healthy person can accept present frustration for future gain.* As babies all of us lived by the so-called pleasure principle; we tried to get all the pleasure we could and at the same time avoid pain. We demanded, and got, what we wanted when we wanted it. But at a fairly early age we found out that we could not always have our way, and rarely could we have it without paying for it by previous good behavior. Now as parents we must help our children learn the same difficult lesson—that frustrations must often be accepted, satisfactions delayed.

We adults all have moments when we wish we could live by having our fun without paying for it. But we know that we may enjoy pleasure only when we have earned it and when it doesn't hurt others.

*The mentally healthy person learns to profit from experience.* All of us make mistakes, and many of us make the same mistake more than once. But some people go on repeating their mistakes again and again because they cannot profit from experience. They feel deep regret but seem unable to behave differently. The problem drinker, for example, will swear off, will feel humiliated and guilty, yet will keep right on drinking despite his good intentions.

*The mentally healthy person can direct his hostile feelings into creative and constructive outlets.* From the deepest layers of the personality come two pow-

erful drives, to love and to hate. The hostile, destructive drive is responsible for most problems of human relations. It is expressed not only in hate and killing but in many disguised forms. At times we turn our hostility back on ourselves and feel it as guilt, self-defeatism, lack of self-confidence, or self-punishment. Its extreme expression is suicide.

The hostile drive may be expressed toward the family—as neglect, thoughtlessness, partiality, rejection, desertion. When marriages fail it is usually because forces of hate have overwhelmed forces of love.

The mentally healthy person is able to control his hostile drive most of the time, but, more important, to direct it into productive outlets—work, play, creative activity. He must also be able to recognize hostility in himself and in others and to treat friends and family as he would like to be treated. "Love thy neighbor as thyself" has a deep meaning for mental health. Except for temporary moody spells when we turn our hate on ourselves, we love ourselves most. To try to love our neighbors that much is a big order, yet it is an attitude that would put an end to neglect, thoughtlessness, and prejudice as well as cheating, lying, stealing, fighting, and war.

*The mentally healthy person has a capacity to love.* This is the highest and most essential quality of all. In infancy we are completely dependent upon our parents. From their loving care—if we are so fortunate as to have it—we learn how to give love in return. After we learn to live with our family we learn to get along with outsiders. If we continue to grow emotionally we reach a point where we can give enough of ourselves to form a new family. Then we start the cycle all over again by loving our children. As our capacity to love enlarges, we assume more and more responsibility for the community and its welfare, more and more responsibility for improving our nation and our shrinking world.

Let me sum up my message by emphasizing its two most important points: Mental health depends on how well we manage our aggressive impulses—the feelings of hate that we all have. And this in turn depends on our capacity to love, the only neutralizer of hostility. If more of us develop these abilities and if our children do better than we have done, the mental health of the world will improve.

### Dimensions of the Problem

At the rate we are going, however, it may take us a long time to reach that goal—perhaps a disastrously long time. For our biggest health problem today is that of mental health. Let statistics tell us in sharp, unforgettable strokes something about its tremendous size and its critical importance.

First of all, right now about nine million people in these United States—one in sixteen—have some kind of mental illness.

Physicians estimate conservatively that between 50 and

70 per cent of their patients come seeking relief from symptoms caused by emotional problems.

During World War II we lost, through draft rejections and through discharges for personality disturbances, manpower equal to one hundred and sixty-six divisions of fifteen thousand men each.

And as for tomorrow, studies show that one of every twelve newborn children will be likely at some time in his life to suffer a mental illness severe enough to hospitalize him.

Nor must we forget, in estimating the extent of mental illness in this country, our 265,000 children who appeared in juvenile courts last year, our 50,000 narcotics addicts, lawbreakers who committed 1,700,000 crimes, and our 3,800,000 problem drinkers.

Lack of trained manpower is one important reason why mental health is our number one problem. In no other field of medicine are we so short of specialists. There are now about seven thousand physicians who practice psychiatry, though more than twice this number could go to work tomorrow. Each year only about five hundred psychiatrists complete their training.

Despite the extent of mental illness, funds for research on its cause, cure, and prevention are proportionately less than for any other major group of illnesses. Of every dollar spent on medical research only about two cents goes toward the study of mental illness. Yet the cost to the nation is staggering. For federal and state governments the bill is more than a billion dollars annually, and the loss of the productive manpower of mentally ill patients amounts to four billion dollars each year. We have no figures for the greatest cost of all—the suffering, misery, and heartache of the victims and their families.

Finally, there is a general lack of knowledge about what mental illness really is. As long as misunderstanding, misinformation, and fear continue, there will be a shortage of militant laymen to take action on this problem.

Fortunately, the light is breaking through. Psychiatry is giving both medical people and laymen a new knowledge of human behavior—why people think and feel as they do. We are coming to look upon a human being as not only a man or woman with a set of organs, bones, and skin but as someone who must live with other people, make a living, lead a life in which joys and sorrows affect his health, often more significantly than do bacteria and bullets. Those of us who devote our energies to the improvement of mental health look forward hopefully to the time when an informed and aroused public will give us the support we need.

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William C. Menninger, M.D., is director of the far-famed Menninger Foundation and a member of the advisory panel on mental health of the World Health Organization. This article is based on Dr. Menninger's address at the 1953 convention of the National Congress of Parents and Teachers.



● *My son isn't doing very well in school, and I think the main reason is that reading is such a chore for him. I have heard that there are new methods of increasing reading speed and wonder whether my child could be helped.*—Mrs. M. O'D.

A few schools—all too few—have introduced programs for reading improvement. The U.S. Navy requires every candidate for naval aviation, even though he is an officer with twenty years' service, to take thirty hours of instruction to improve his reading. Many colleges now offer similar programs, as do some large life insurance companies. But if you want such a program in your school, you and other P.T.A. members will probably have to go and talk it over with the superintendent.

What can be done to improve reading? And how? First, let's rule out the remedial reading problem. Let's talk about the average student. In his new book *How To Become a Better Reader*, recently published by Science Research Associates in Chicago, Paul Witty says, "If you are an average reader, you may be reading this book now at a reading rate of about 180 words per minute." At Pensacola the naval aviation cadets—all college graduates—average about 240 words a minute.

How much improvement can you expect from such instruction? Dr. Witty says that the person who takes the "lessons" in his book can expect in two months to increase his reading speed by 50 per cent. He can also improve his rate of understanding what he reads. At Pensacola the classroom instruction regularly increases reading speed of cadets on an average of 100 per cent.

What will this mean to your child or to you? Again here is Dr. Witty: "At your new rate of 300 words a minute, you read one page in  $1\frac{1}{3}$  minutes, or 45 pages an hour. At your new level of comprehension, you understand 80 per cent of the 45 ideas that you come across."

You are probably correct in relating your son's poor grades to deficiencies in reading. Various studies show that a youth's success in college is more directly related to his reading ability than to any other fac-

tor. The fast reader almost always gets high grades because "about 90 per cent of the work done in school or college subjects" requires reading. In Detroit Robert C. Aukerman, Jr., studied the reading abilities of good students and poor students of high school age. Comparing students with the same IQ, Dr. Aukerman says, "Good students are much higher in general reading ability than are poor students."

*How To Become a Better Reader* reports that "at the California, Missouri, High School, 50 ninth-grade students improved their rate 58 per cent and their comprehension 25 per cent in just four months. At the Medford, Massachusetts, High School, 15 juniors and seniors raised their rate 108 per cent and their comprehension 15 per cent during a 20-week training program."

So it can be done! Some reading improvement programs use equipment with strange names such as *tachistoscope* and *reading pacer*. But, as Dr. Witty points out, you can improve your reading speed and comprehension with or without equipment.

● *In our town there's a small group of women who consider themselves guardians of the national welfare. They find peril in the books on the shelves of the school library, in UNESCO, in progressive education, and so on. I hear of similar groups in other towns. What can be done about these self-appointed vigilantes?*—E. L. C.

I heard a wise educator give an answer to this not long ago. He said, "Over the years I have seen many attacks on superintendents and teachers and librarians. I've never known a case in which a person lost out if he took a well-reasoned position and stuck to it. On the other hand," he added, "if you start running, they'll get you."

We've had a number of cases recently showing what happens when people refuse to run.

On the West Coast the publisher of a local sheet described a teacher of many years' experience as reportedly a Communist. The only basis for this charge was the teacher's participation in the World Federalist Movement, which is about as far from

Communism as you can get. So this teacher, assisted by her teachers' association, got herself a good lawyer and took the publisher into court on charges of libel. The only disagreement in the jury was the amount of damages to which she was entitled.

In a Texas city a vigilante group got possession of a long list of authors and illustrators who at one time were associated with organizations investigated since the war by one of those innumerable national and state investigating committees. The group did not inquire too closely about the period of a person's association with the organizations or whether the proper authorities ever considered him a Communist or Communist sympathizer. It demanded that the library put a warning sticker on the books of these authors and illustrators. It proposed not banning, but branding. In this case the librarian and the library board took a stand against the branding, and at the last report they appeared to be winning.

UNESCO is an agency of the United Nations about which there should be little question. Suppose you and your fellow P.T.A. members feel there are problems on which you'd like to work with parents and teachers in other nations. To do that you need a reliable international organization to help you make the contacts. Or suppose you are a teacher and would like to work with teachers elsewhere in the world. Well, UNESCO will enable you to stretch your hands out to people with similar interests in other lands. What's wrong with that? The people who are trying to banish any mention of UNESCO in the schools, who are against it in other ways, are trying to tell you that you shall not establish friendly relations with men and women in other nations. Those who oppose UNESCO are trying to deny you the right to participate in an international service to which the U.S. legally adheres by act of Congress.

So take your stand on UNESCO. Get the facts about this U.N. agency and see that the people of the community understand them. If my wise friend is correct, then you will come out on top. But remember the second part of his advice: "If you start running, they'll get you."

● *Some of us think it is time to turn back the clock in education. Young people today are very self-centered. They want to be entertained all the time. Work is the last thing they think of. Is this a product of modern education? If it is, then we should return to older methods of discipline and teaching. Don't you agree?*—Mrs. L. R. T.

No, I don't. In the first place, it is too easy to see only two choices in types of schools. Does this description, for example, fit the kind of education to which you object?

The classroom in which this [progressive] approach is used in an extreme form is sometimes noisy and disorderly,

becoming riotous with an unsuccessful teacher. The children are never seated in rows but move about from group to clique to subgroup. There is never time to think or study. Children are not given marks and may or may not get their work done. Since there are few rules or requirements, few are broken. The children boss themselves with little maturity of judgment, to the satisfaction, if not the delight, of the teacher. No two want to work at the same thing. There are no textbooks. Bright children become monsters, and all the pupils become wild and undisciplined.

Before you declare, "That's exactly what I mean," let's look at a parallel view of the traditional school:

The classroom . . . is neat and genuinely quiet if the teacher is a success, but unruly when a teacher loses control. The children sit in rows. There is almost no group work. Children are marked on each assignment. The successful children cover their papers so others cannot copy. There is a temptation for less successful children under pressure to cheat. The teacher is "boss." The children get their assignments, their ideas, their motivation from him. Children "ask" before they leave their seats. All children work "at" the same problems at the same time. A single textbook is the subject of most of the study and its "mastery" is the main objective. Bright children become bored; slow children become discouraged; disturbed children become delinquent.

These two contrasting views come from an important new book, *Elementary School Objectives*, a report prepared for the Midcentury Committee on Outcomes in Elementary Education by Nolan C. Kearney, published by the Russell Sage Foundation.

"The two foregoing descriptions," says Dr. Kearney, "obviously, are stereotypes in the extreme. . . . They seldom occur in the exaggerated forms detailed here."

He's right. You couldn't find classrooms to fit these descriptions if you looked everywhere for them. You would find variations. In fact all classrooms will vary according to the personality, training, and background of the teacher.

If we don't have these two alternatives in education, does that mean every teacher does what he or she wants? No. The Midcentury Committee report suggests that we can all agree on goals—on what we want for children and what we can expect them to attain. Teachers, parents, and school administrators can move toward these goals by different means, just as people come to a state fair by different routes.

Do we know our goals? By careful checking with experts in elementary education, the Midcentury Committee report identifies nine broad areas of learning: (1) physical development, health, and body care; (2) individual social and emotional development; (3) ethical behavior, standards, and values; (4) social relations; (5) the social world; (6) the physical world; (7) esthetic developments; (8) communication; and (9) quantitative relationships (largely mathematics).

For more information on these goals read the report. Most of us will agree with them. Isn't this a better way to proceed than to square off into opposing camps?

—WILLIAM D. BOUTWELL



# The Inner Resource

2.

## Emotional Abundance



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We've all known them, the people who unfailingly meet us at the point of need. From out of their store comes the thought that makes us ponder, the word that serves as check or spur, the judgment we can trust. Grateful, we envy them their gift and its accrued dividends to us.

### Bonaro W. Overstreet

IF a grown person is living a life that seems to make great good sense, we can be sure he has reached that stage by doing many different things that have added up—things that have hung together, pointed in the same direction, underwritten the same general values. He has not come into the possession of psychological wealth abruptly, all in a lump, without logical reference to anything in his past, as a play-boy or drifter may come into sudden money by inheriting it from a relative he has never heard of before.

Psychological wealth is earned wealth. It is earned, however, in a peculiar way—almost, we might say, in an absent-minded way. It is not earned as money is earned by a man who has ruled out every interest in life except the earning of money. It is not even the reward of a determined program of self-improvement.

It is a kind of wealth that comes as a by-product to the person who has somehow managed to make the process of growing up also a process of growing into—of growing into enough productive intimacy with his world so that he can respond to its realities in many different situations. The wholeness, the inner logic of the sound personality is earned by a creative, affirmative obedience to a more embracing logic, the logic of life itself as this is encountered and dealt with in a multitude of circumstances.

Speaking of his own white hair, Robert Frost has written that

*... it took all the snows that clung  
To the low roof over his bed  
Beginning when he was young  
To induce the one snow on his head.*

Similarly we might say of any resourceful person that it has taken all the countless experiences through which, since he was young, he has become intimate with life to make the one reserve store of strength and knowledge on which he calls when a new experience challenges him. The challenging experience need not be of dramatic proportions. Yet if his reaction to it is rich and sound, we can be sure that it rests upon many previous reactions that have fitted the circumstances in which they were made.

We can take the simplest of examples to show what we mean here. Suppose that a person, before going to bed on a night when the moon is full, takes the trouble to walk outside and to stand for a while, quiet and alone, savoring the large landscape drawn in the whites and blacks of moonlight and shadow. If he does this, we can be certain that it is by no means the first time he has pulled himself free from the pin-point focus of his own preoccupations to lift his eyes to the universe that is his home. He does this particular thing, we might say, because he has gradually become a person who does this sort of thing. And if, as he stands there looking at the moon, a phrase four centuries old comes into his mind—"god-dess excellently bright"—we can be sure that it is not the first time he has added an extra dimension of seeing and feeling to his own experience by borrowing from an older awareness of truth and beauty.

### When Experience Takes Root

Or the experience through which he shows his quality may be of an entirely different sort. He may be in a group where a destructive, unverified rumor about someone is being spread. Suppose he speaks up in behalf of generosity and reason, urging that the rumor be left strictly unspoken until every effort has been made to check its accuracy and until the person in question has been given a fair chance to defend himself. If he does this we can be certain beyond any shadow of doubt that it is not the first time—or the second or the third—that he has deeply thought about problems related to justice and the social interrelationships of human beings. He speaks up in the present, daring to be a minority voice in defense of a fellow human being who is not there to defend himself, because his past speaks in him. He has already worked through in his own mind what is called for by this sort of situation.

Also, quite probably, though he may not speak any borrowed words at the moment, he acts as he does because he has made his own the deep significance of older insights: "What doth the Lord require of thee, but to do justly, and to love mercy, and to walk humbly with thy God." "Judge not,

that ye be not judged." "With malice toward none, with charity for all, with firmness in the right as God gives us to see the right." "Whatsoever ye would that men should do unto you, do ye even so to them."

This, then, is one thing we can definitely say about the inner resource—and about emotional abundance. That type of richness is ours only when we have earned it many times over, by lending ourselves—our senses, our thoughts, our feelings—to the world around us, so that it has had a chance to tell us about itself and give us clues to appropriate action.

### From Him That Hath Not

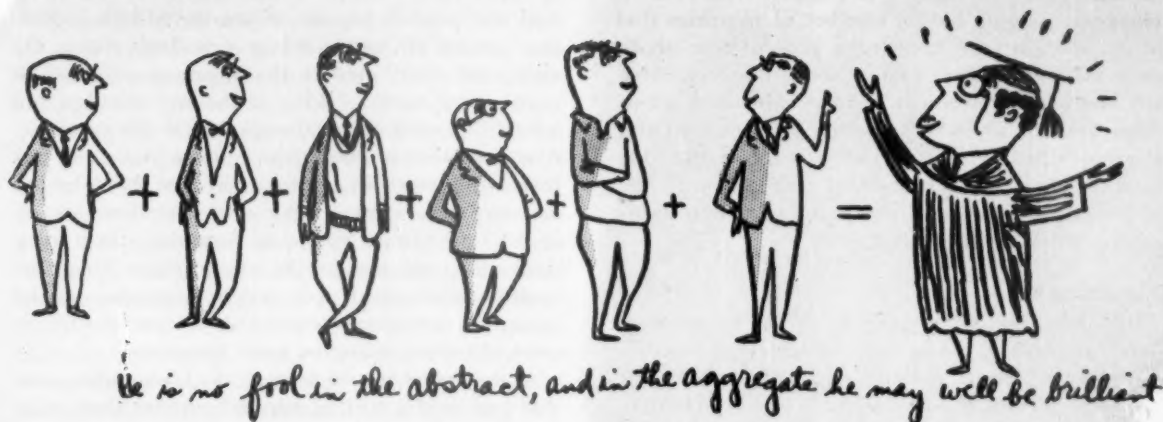
The emotionally impoverished person—to state the negative case—is the one who has lived long enough to be deeply experienced without ever having become so. He may be forty years old or sixty or seventy, but he still reacts to the immediacy of life as a child does. He seems to have no steadying sense of proportion, no reserve of quiet memories, no firm body of knowledge, no bedrock standards of value that he can trust himself not to violate.

We do not think of a child as emotionally impoverished even though he is as yet inexperienced. The little he has taken in from his world and made his own is enough for his present need. He is still, and rightly, a dependent, cared-for, uninformed human being. Also, however, he is growing. Unless some unnatural wall of fear, anxiety, or hostility is raised between him and his environment, he will take in more and more. And therefore he will have more and more knowledge, skill, and insight to apply to the ever widening world in which he lives and moves. When he is five years old he will have resources enough for the situations he is expected to meet. By the time he is nine or ten, he will have added a body of experience to match the new responsibilities, opportunities, and relationships into which he has grown.

The emotionally impoverished person, in contrast, is one who has gone on growing in years and size but has, somewhere along the line, stopped taking in new materials of insight. Thus there is a tragic discrepancy between his objective responsibilities, opportunities, and relationships and his mental and emotional resources for handling them.

How do we go about building a store of emotional riches for ourselves or helping our children to build their store? The answer, as we noted earlier, does not seem to lie in any deliberate, solemn program of self-improvement. The trouble with such a program is that it often turns the person's attention exactly the wrong way, *toward himself*. What he needs, if

*(Continued on page 31)*



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# New Hope for AUDIENCES

ALL over this land (and other lands as well) audiences of late have begun to show signs of restlessness. Even when people attend meetings—even when they do not “stay away in droves,” as the theatrical producers put it—they display, by one sign or another, some dissatisfaction with the way our clubs and organizations carry on their business. These signs are many. The late Charles Dalton used to measure boredom in an audience by counting, as he sat on the platform, the number of movements a person made per minute. If the speech was intensely interesting, hands or legs were shifted only about once in sixty seconds. But if the speaker droned on and lost his grip, there might be as many as ten signs of restlessness every minute.

Without being statistical or counting twitches, most of us who are engaged in work that must be carried on by meetings recognize that the time has come to heed the signs. For these signs really indicate that we have passed into a whole new phase of group thinking, and in this phase the earlier methods of lecturing to a captive audience and of indoctrination are out of date and must be replaced.

The time has passed when programs can be domi-

nated by a few people who know it all—the few whose superior advantages in education and travel entitle them to tell the rest of us what to do. Granted that there is still a place for the expert and the lecturer, the fact remains that we are not getting the most or the best out of the men and women who make up the vast membership of our many adult organizations.

The need, in a word, is not merely to prevent irritation and boredom among audiences but to find ways by which all the members of our organizations can contribute, out of their experience and intelligence, to human advancement. In a country like ours, where there is a wide diffusion of knowledge, the average person (as he is blithely called by others who are also average persons) has unsuspected gifts and skills. They arise out of his work, his reading, his contacts, his travels, his impressions gained from various means of mass communication. He is no fool in the abstract, and in the aggregate he may well be brilliant—if the process of releasing his intelligence can be learned and used.

To aid in developing this process, the *National Parent-Teacher* offers here a description of several

new ways of holding meetings. Most or all of the methods described may be familiar to some readers. However, judging by the number of inquiries that reach us daily, the knowledge people have about these methods is often vague. Nor is there available any one brief, convenient manual explaining all of them. Yet only when he is familiar with several kinds of group thinking and discussion is the reader able to select the particular method best suited to the people of his community and to the particular meeting for which he is responsible.

## Discussion 66

Discussion 66 is the name given to an arrangement for breaking down large audiences into small groups and thereby encouraging every member to take some part in the proceedings. If you are familiar with the usual timid query after a lecture or panel, "Are there any questions?" you'll recall that all too often the same members of the audience will get up and ask their favorite stand-by questions or make their favorite speeches. Doesn't that sad situation acknowledge the need for some new arrangement?

Devised by J. Donald Phillips when he was professor of adult education at Michigan State College, Discussion 66 has been used in practically every kind of meeting and for virtually every kind of purpose. There are many variations, but the basic plan remains unchanged. It works in this manner:

The chairman of a meeting asks three persons sitting in one row to turn around and face the three persons seated immediately behind them. They thus form a group of six, and they organize themselves by selecting their own chairman and a secretary-spokesman. The chairman's job is simply to see that each person in that group of six has a chance to express himself, ever mindful that "only the timid can voice the views of the timid" and that no one bore should monopolize the conversation.

It is a good plan for the chairman of the meeting—or let us call him the leader, to avoid confusing him with the group chairmen—to designate three persons at the front of the audience and suggest that they turn and organize a group with the three persons behind them. Once a single group is organized publicly, the rest of the audience catches on quickly and proceeds with the organization of other groups of six. Usually this is accomplished speedily and without commotion.

As soon as the groups are organized and the secretary-spokesmen selected, the leader passes to these various secretary-spokesmen large index cards, on which questions or suggestions are to be set down. Any sheet of paper would do, of course, but cards are generally used because they are stiff enough to be written on if there is nothing but a lap available.

To consider Discussion 66 in its simplest form, suppose we see how it would be used at a public

meeting as a means of selecting questions to ask a speaker. Let us suppose that there are a hundred and fifty persons present. When the address is over, the groups are organized as described above. On each card distributed to the secretary-spokesmen is typed these words: "What is the one question you would like most to ask the speaker of the evening?" Every member of every group gets a chance to put forward his question, which is written down by the secretary-spokesman on the card. Members are allowed one minute apiece to formulate their questions—or six minutes for the whole group. That time limit is important. If it is stretched, members of the group get to talking about words or irrelevancies instead of concentrating on good questions.

At the end of the six minutes the leader announces that each group will be allowed another three minutes to select one question, out of the six, to propound. During this brief period of discussion he walks among the groups to answer queries about procedure. When the three minutes are over he calls on each secretary-spokesman to stand and ask the speaker the question his group has selected.

The advantages of this procedure are many. The quality of the questions is vastly improved because each one has been refined by group consideration. The secretary-spokesman, who may well be the timorous member of the group, is given a chance to stand up and represent his fellows. The speaker is put on his mettle because he knows that the questions are thoughtful and responsible and that cranks are not encouraged. Last and possibly most important, the cards can be collected later, and the speaker or the people planning next year's program can study not merely the questions asked by each group but all those set down by members of the audience.





## Size Doesn't Matter

Discussion 66 is most conveniently used in audiences of from fifty to two hundred. It can be used with audiences of larger size by the following simple arrangement: After the groups have chosen their questions, the various secretary-spokesmen retire from the audience and form themselves into other groups of six. Then they repeat the same process by taking six minutes to put forward each group's question and three minutes to decide which of these is best. At one parent-teacher association meeting, attended by three hundred and fifty persons, the heading at the top of the index cards read, "What is the one question you would like to ask about the future of education in our community?" Fifty-six groups of six each considered the matter, and then the fifty-six secretary-spokesmen retired, formed nine groups, and came up with nine selected questions. When all the cards had been collected after the meeting, there were 148 separate and distinct questions, after duplications had been eliminated, for the board of education and the parents and teachers to consider later.

The chief recommendation of Discussion 66 is its adaptability to all kinds of meetings and procedures. It can be used as a means of arriving at the creative and critical judgment of the audience as a committee of the whole, by asking the groups to respond to such a request as this: "What is the one suggestion you would like to make for the improvement of our programs next year?"

As a means of getting a balanced consideration of a controversial topic, Discussion 66 may also be valuable. It was once used to good effect in a city where there was considerable tension over universal military training. The problem was presented by a panel made up of advocates and opponents. At the end of this presentation the leader organized the audience into groups of six and said to them, "Assume for this first part of the meeting that you are in favor of universal military training. What is the one question you would like to ask the members of the panel?" After the questions secured in this manner were answered, the audience was next asked to assume that it was opposed to universal military training and to formulate questions arising out of this approach. Later the leader said that each side of the panel thanked him for keeping the other side quiet!

It is suggested that the leader who intends to try using Discussion 66 explain the method briefly at the outset of the meeting. In this way the audience can be reconciling itself to the new procedure and be alerted to the fact that they are going to have more than the usual passive role to play. There is some value occasionally in having the chairs arranged in groups of six or, at a dinner meeting, in having the audience seated six at a table.



Various refinements and improvements will come with the use of Discussion 66. It should always be looked upon as an experimental method, and its aims should be kept uppermost in mind. The principle of audience conversation is to be respected these days. Even if there is not time to organize the groups of six, it has often been found profitable to call for a five- or ten-minute break between the end of an address and the questions to the speaker, so the audience will have a chance to palaver.

## Brainstorming

Brainstorming is the term coined by Alex Osborn, in his book *Your Creative Power*, to describe a discussion mood that might wisely be induced in an audience of any size but is best suited to a small group—about the size, say, of an ordinary executive committee. The purpose of brainstorming is to liberate the minds of those who take part, to develop thrust, and to put a premium on ideas that may at first seem ridiculous but may in the end prove to be brilliant.

Most groups sit in judgment on ideas. They assume the dignity of boards of directors charged with great responsibilities, and each member is consciously or unconsciously trying to display his wisdom, his common sense, his hard-headedness and practicality. As a result any idea that is colored by imagination tends to be smiled at, if not frowned upon, by the

other members of the group. "That's all very well, my dear fellow, but it is not practical, you know." And usually it isn't. But the result of the judgment-sitting is that only ideas likely to be approved are cautiously advanced. Originality is curbed or put to shame, and the committee meets and acts and adjourns without ever getting at the really bright ideas of its members.

Mr. Osborn's method can be used to avoid the predictable dullness of small meetings and the certainty that decisions can be reached only by mere common sense. Its procedure is simple. Rules of judgment are suspended, if only temporarily. A problem is

we do an effective job of promoting our official magazine, the *National Parent-Teacher*?" "How can we get better publicity for the school?" And so on.

Actually it has been found that brainstorming works best when it is applied to really difficult problems, problems that are not ordinarily discussed. It is a limbering-up exercise for the minds of the group and often offers remarkably fruitful solutions. There is, its exponents feel, too little real inquiry into people's minds today, too scant an opportunity for the kind of live research that comes from dealing with fundamentals. Business houses, for example, often conduct surveys and public opinion analyses.



posed. For a period of ten or fifteen minutes the members of the committee or audience are urged to put forward their most ridiculous ideas. These are recorded without comment and without criticism. Criticism is reserved. The wildest suggestions may have in them what Samuel Goldwyn is said to have called the "mucus of a good idea." And the practice of letting the creative imagination run riot without the usual shushing restraints tends to loosen up the group, to encourage suggestions, and to foster a spirit that cannot possibly develop in any other way.

Perhaps the question is "What speakers or panel members shall we seek for next year's program?" Or "What title shall we give to a series of meetings?" "What can be done to improve relations between parents and teachers?" "What changes can be made to improve our membership enrollment?" "How can

But the aim is merely to find out how certain products are being received. The same may often be said for our educational and civic agencies. What we lack is the means of getting sharply and directly at the spontaneous ideas on people's minds.

Recently a life insurance company assembled 225 of its policyholders from all over the United States and asked them precisely what they would do to improve insurance policies and practices. The results were many and good. Naturally it was proposed that the policies be printed in legible type and clear language, but other and less foreseeable suggestions emerged. Someone proposed that an accident policy be illustrated by line drawings. The suggestion was adopted. Another idea was that the company issue a marriage policy, to be sold to parents of a daughter at the time of her birth and to mature when she

reached twenty, thus covering the main costs of her marriage. This and other suggestions came directly from consultation with people who held policies and usually would be content to receive their benefits. But given an opportunity to "sit in" with the company on policy making (no pun intended), they showed a remarkable ability to deal imaginatively with matters that any board of cautious directors would dismiss as wild dreams.

It is wise to limit brainstorming to a short time and to keep suggestions flowing freely. Otherwise the minds of the individuals and the group may wander. Though the process remains enjoyable, it is usually most profitable when a highly concentrated period is used to call forth the best and wildest ideas. Once assembled and recorded, these ideas can then be referred to the group for critical deliberation, but there will be a wide and rich variety of suggestions to choose from. Also this method properly separates the job of making a decision from the job of thinking with imagination. Thus the painful spectacle of having every forward-looking idea pounced upon the moment it shows its head will be avoided.

### **Brainstorming and Discussion 66 Can Be Combined**

Donald Phillips, who developed Discussion 66, is now president of Hillsdale College in Michigan. Part of his arrangement with the college permits him to continue group work and to engage in consultation with business firms on employee relations. Last year this phase of his work put him in touch with twenty-seven thousand employees, and he has continued to accumulate clinical experience on his methods of getting response from large audiences. In the course of this work he has with great success often combined Discussion 66 and brainstorming. His reason for making this combination is that in a big meeting no person is likely to be willing to stand up and put forth his most imaginative ideas. We tend to hold back our best suggestions, Dr. Phillips says, not because we do not believe in them ourselves but because we are afraid of ridicule. Hence in large meetings, confronted with a problem that requires imagination, we tend simply to clam up and keep quiet.

On this theory he suggests that the individual be

given the protection of a small group. We are less fearful of our own imaginations when we are working with six or seven people. If some of our ideas gain favor they also gain, by the same token, the approval of the group and can be advanced more firmly and courageously. When the wild or improbable suggestions of the various groups are presented, they often lead other groups and individuals to think with less earthbound habits. Combinations resulting from these suggestions may at times be excellent.

An example of the achievements possible under this scheme may be found in Dr. Phillips' experience with a manufacturing company in Detroit. The management felt that it was not getting the best ideas out of its employees and asked Dr. Phillips to come and demonstrate how a better response might be encouraged. He went into one department with about eighty employees and assembled them in a meeting room. The management sat on one side, apart. The employees were then divided into groups of six and eight.

There was a blackboard in the room, and in the trough under this blackboard was an eraser. On the spur of the moment Dr. Phillips decided that the project to set before the employees was how to improve the eraser. Everybody there had skills of one sort or another. All of them had had some experience with erasers, but it was not a part of their job to know how to make this particular product.

However, the groups went to work with a ready will. They were allowed only five minutes to make suggestions; then they were called on to report. The first group suggested that the bottom of the eraser be made of sponge rubber to keep down the dust. Another thought of a disposable base. A third wondered if the eraser couldn't have a picture of Hopalong Cassidy on it, for the amusement of the children. Another proposed that it have a handle like a hand-iron. This led another group to suggest that the base be shaped like an iron, with a point that would enable those who used it to erase one figure or letter without rubbing out a whole line.

The entire process took about twelve minutes. The results were so startling that they were assembled and turned over to an eraser company. An eraser designed after these principles is shortly to be put on the market!

**"New Hope for Audiences" will be continued next month with a description of the methods known as circular response and role playing. This series of three articles on group discussion will be concluded in the December issue, with an account of the how and why of such older methods as the forum, the panel, and the symposium.**

# A P.T.A. PICTURE STORY

## *On Cooperation with Youth-serving Groups*

The Boy Scouts of America count the parent-teacher organization as scouting's biggest partner, for 11,843 scout units—Cub Scouts, Boy Scouts, and Explorers—enrolling a total of 388,524 boys are sponsored by P.T.A.'s. Here (right) the Annual Boy Scout Charter is being presented to the incoming president of George Washington Elementary School P.T.A. at White Plains, New York, which sponsors a Cub Scout pack and a Boy Scout troop, including Explorers, with a total membership of 110 boys. Thirty-two men and women of the George Washington P.T.A. serve as leaders of these scout units.



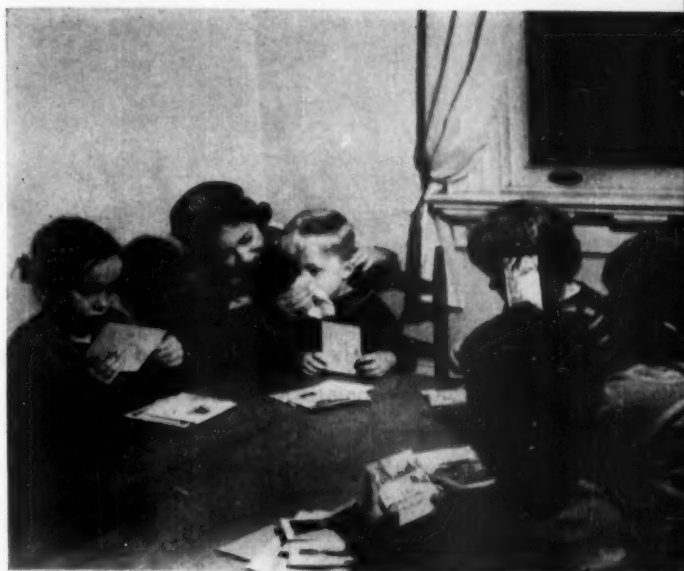
In communities all over America the Young Men's Christian Association and the parent-teacher organization join hands for the guidance of children and youth. Local Y.M.C.A. secretaries are frequent participants in P.T.A. programs, where they interpret the Y.M.C.A.'s educational and group work activities for various age levels. They also serve as resource persons in programs devoted to child development and parent-child relations. The P.T.A.'s in their turn help promote a variety of Y.M.C.A. projects, especially the annual "Learn To Swim" campaign. The children in this picture are "Y" Indian Guides whose mothers, standing proudly behind them, are all officers of the Marquette School P.T.A. at South Bend, Indiana.



Cooperation between the parent-teacher organization and the Girl Scouts has existed ever since girl scouting started, more than forty-one years ago. The great majority of the ninety thousand Girl Scout troops are sponsored by P.T.A.'s. For their part, the Girl Scouts extend willing hands to aid in parent-teacher activities. As we see in this picture, those trained in child care look after members' children during P.T.A. meetings, often conducting play groups for toddlers in the school kindergarten rooms. And right now the Girl Scouts of Garden City, New York, are helping their parent-teacher groups distribute informational literature on a crucial school bond issue.



For forty-three years the Camp Fire Girls organization, like the National Congress of Parents and Teachers, has been striving to build a stronger America through youth guidance programs. As sponsors of Camp Fire groups, local parent-teacher associations assure continuous leadership to Blue Birds, Camp Fire Girls, and Horizon Clubs—the three age levels served by Camp Fire. The skills developed by these girls often enable them to contribute to P.T.A. activities, as we see in this picture of an exhibit prepared for a P.T.A. carnival in Bremerton, Washington.



The Young Women's Christian Association unites with the P.T.A.'s and other community organizations in helping young people to develop healthy personalities and become responsible citizens. Particularly in its Y-Teen program the Y.W.C.A. turns regularly to the P.T.A. for cooperation, support, and aid in finding able leaders. Y.W.C.A. groups likewise work with P.T.A.'s on a wide range of projects devoted to youth and its needs. This picture shows a Y-Teen group packing one of the boxes of food and clothing sent by community groups to the destitute at home and abroad.



# Where Can They

**Most perplexed adolescents and their equally perplexed parents welcome guidance when it comes from skilled minds and hearts. Yet despite the growing number of competent counselors and counseling agencies, many of us have only a vague notion of where to turn when we are in need of help. This article points the way.**

IS MARY failing in her schoolwork? Has Tom become sullen and defiant? Is Jean entirely too boy crazy? Has Bob been playing truant? Is there anything at all wrong with your adolescent child? If so, the current saying goes, you the parent are at fault.

And sometimes it is true; parents may be at fault. But it is also true that an adolescent may be driven by forces beyond his parents' knowledge or control—forces in his own mind or body or in his experiences outside the home. Even so his mother and father may feel to blame for their youngster's difficulties and become just as worried and upset as he is. One minute they feel guilty about what they have or haven't done; the next, they are angry, hurt, or bewildered.

Certainly, then, adolescence is a time when parents need help—to understand or, at the very least, learn to live with their problems. And the youngster also, whether in his early or later teens, needs help from persons other than parents, outsiders whose lives are not deeply entwined with his. Such counselors, if only because a child does not represent their own flesh and blood and ideals and ambitions, can be more understanding and objective than his family. Often, too, the troubled adolescent can be helped only by people with the professional training many parents do not and cannot have.

Who are these people? Where can the adolescent and his parents go for counsel? First of all, to someone who can be trusted and respected, a person of understanding, compassion, objectivity, and wisdom. Let's look at these qualities one by one. When we say "understanding" we are thinking partly of attitudes and partly of insight. The attitude of the understanding counselor assures us, "Before I try to advise or guide you, I want to know your feelings, your

ideas, your wishes about your problem." His insight leads him first to recognize that all behavior, good or bad, is caused by some underlying motives or needs and then to seek them out before trying to help solve the problem.

When we say "compassion" we think of a person who might say, "I *feel* with you. You and I may have different ideas, and I may not approve of what you do. But I can appreciate that the way you think and act seems natural to you at this time."

By "objectivity" we mean the quality that enables even the most sympathetic person to keep his perspective. A parent can be both understanding and compassionate and yet lack this perspective. (For who, indeed, can be objective about his own child?) And by "wisdom" we do not necessarily mean the fruit of a long and successful life. Rather, we mean the fruit of good judgment, of reflection upon the meaning and values of human experience.

## When Kin Are Too Close

Who has these qualities essential for helping troubled adolescents? Many parents and many teachers have, and it is to their credit that their counsel has often straightened out a temporarily upset child. But the young person may have a problem so disturbing that it is almost impossible for anyone close to him to be objective about it. When this happens there are other people who may be helpful: a minister, the family doctor, an exceptionally well-loved teacher, the school guidance counselor, or perhaps a staunch friend whom the youngster loves and respects. Many times, in fact, an adolescent can be more readily influenced by someone near his own age than by someone he can brush off as "ancient."

# Go for Counsel?

Helen Harris Perlman

But these qualities of personality may not be enough. The teen-ager's problem may call for special knowledge from a professionally trained counselor. Take Mary, for instance. Try as she may, she can't seem to keep her mind on her studies. Is some worry or fear blotting out her learning? Or has she reached the point where her schoolwork actually goes beyond her abilities? Or is there perhaps some physical reason for her loss of energy? And take fifteen-year-old Tom, who has become surly and defiant—Tom, whose only answer to his anxious mother's questions is "Leave me alone." How can a parent, or any other layman, find out what he is suffering from?

Obviously Mary and Tom need counsel that is backed by professional knowledge. They need counsel from a person who understands the kind of difficulties that assail adolescents and hence can go to the heart of a particular person's problem. The professional counselor not only has this "diagnostic" knowledge but a knowledge of what to do about the problem. His skill and experience make it easier to draw young people out, help them express what is troubling them, and then give them the desire to change their behavior or attitudes. Finally, he knows what community resources and opportunities can be tapped to meet each young person's problem.

Who are these highly trained professional counselors? For seriously disturbed children there are psychiatrists, to be found in private practice, in hospitals, in child guidance or mental hygiene clinics. For those whose difficulties have to do with schoolwork, psychologists or school guidance counselors may be most helpful. And for those troubled ones who suffer from a combination of misery and plain



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**This is the second article in the 1953-54 study program on the age of adolescence.**

"ornery-ness" the social caseworker may be the right person. Just as newspaper reporters are supposed to have a "nose for news," so social caseworkers are supposed to have an "eye for opportunity." If they themselves can't help the adolescent they will tell him where he can go for further guidance. With all these resources at hand or within reach, the social caseworker may be the most useful person for the parent to consult.

## **Troubled Teen-agers**

Let's go back to Mary, who couldn't concentrate on her studies. She had always been eager and hard-working, but now in her sophomore year she began to seem depressed and all but indifferent to her studies. Her parents hurried her to the family doctor, but he could find nothing to explain Mary's chronic tiredness—any more than Mary herself could.

It was the school adjustment teacher who, after giving Mary a brief psychological test, suggested that mother and daughter go to see the caseworker at the Family Service Bureau. What the teacher suspected was revealed when the caseworker talked first to Mary's mother and then to the girl herself: Her schoolwork was beginning to demand more ability than Mary actually had. For years this child of a brilliant lawyer father and a college-bred mother had stretched almost beyond herself, trying to live up to their expectations. Now she was finding that, try as she would, she couldn't quite do it. That was why, unconsciously, she was now too tired to study.

Perhaps any understanding friend of Mary and her family might have diagnosed this problem. But what Mary really needed—and got—in her several weeks of counseling was a sense of her own worth, of the qualities that gave her dignity and desirability as a person. Knowing this, she could then see the real place of schoolwork in her life.

What Mary's mother needed—and got—from her counseling with the caseworker was first of all a chance to express her disappointment and chagrin at having a child who "just can't succeed." She needed a chance to talk out her feelings of guilt for having pushed Mary so hard. Only then could she think constructively about how she and her husband could help Mary to realize their love and respect for her. There was nothing dramatic about these talks, but they made all the difference between misery and contentment for Mary and between anxiety and readjustment for her parents.

Remember Tom, the sullen lad? He was fortunate too. There was a social worker on the staff of his school, and into her office one day came Tom and his mother. "Stormed" is a better word. "Mothers!" raged Tom. "They never let you alone!" And his mother quietly burst into tears. A widow since Tom was five, she had made this bright boy her constant companion, her reason for being. Now suddenly he was always irritable and defiant.

What the social worker saw as she talked with the two was a fifteen-year-old boy who was testing his strength against the tenacity of his mother. The social worker saw a mother who, although she felt that she understood something about adolescence, couldn't help either herself or her son to weather it. What Tom needed was a man to be a sort of big brother to him—one who would help him develop independence in a less blind, less desperate way. What Tom's mother needed was to recognize that young manhood is bound to be different from little boyhood and also that she must now find some satisfactions for herself, apart from her son.

A man teacher whom Tom admired agreed to have him help after school hours in the science laboratory and, in a friendly way, to get Tom started talking about the natural, everyday problems a boy can

have with his family. While this was going on, the school social worker counseled Tom's mother, helping her to see how normal and healthy his reactions were in the light of his fatherless childhood. Reluctantly and grudgingly at first, the mother allowed herself to be drawn into a P.T.A. after-school recreation project. Before she knew it, however, she was busy with the other parents, sharing not only their work but also their groans and delights over their "impossible" adolescent youngsters. As for Tom, he found a real friend in his science teacher, someone who respected him as "man to man." And now that he had breathing space at home, he began not just to tolerate his mother but to feel close to her again.

### Aid for the Asking

Mary and Tom and their parents are typical of thousands of perplexed people who have found a way out of their difficulties and dilemmas with the help of skilled professional workers.

In almost every city and in many rural areas as well, caseworkers are to be found. They are employed by school staffs as social workers and visiting teachers, by social agencies, and other organizations concerned with human well-being. In family welfare agencies they counsel on the physical, mental, emotional, and social problems of children. In child guidance or mental hygiene clinics they share responsibilities with psychiatrists and psychologists. And you'll find them too in agencies that deal only with adolescents who need guidance. Day after day people from all walks of life come to them for help. Usually they can be reached simply by a phone call to the nearest social agency or welfare council.

But before you even reach for the telephone, it may be that you'll have to overcome one major hurdle. "Should I go to someone else for help?" you ask yourself. "How can I talk to a stranger about my own child?" This much can be said in answer. Every day we are learning more about human beings and their emotional needs. In our professional schools young men and women are absorbing this knowledge, and countless communities are putting it to work in schools, clinics, hospitals, guidance centers, and social agencies. These hard-won discoveries have already helped many parents and children to a better understanding of themselves and their problems.

And remember, Mark Twain once observed that to share a joy doubles it, and to share a sorrow halves it. Counseling, when it is given by qualified persons, helps to halve many of the problems of adolescence, and for many others it produces real solutions.

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# THROUGH Books TO Brotherhood

Margot Benary-Isbert



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## Stories To Stir Young Minds

The book evaluation committee of the Children's Library Association has selected the following sixteen children's books as being the most distinguished of the hundreds published during 1952. Most of them are about other peoples, other countries, or other times.

- The Talking Cat* by Natalie S. Carlson. Harper.
- Looking-for-Something* by Ann Nolan Clark. Viking.
- Secret of the Andes* by Ann Nolan Clark. Viking.
- The Bears on Hemlock Mountain* by Alice Dalgliesh. Scribner.
- New World for Nellie* by Rowland Emmett. Harcourt.
- Ape in a Cape* by Fritz Eichenberg. Harcourt.
- Birthdays of Freedom* by Genevieve Foster. Scribner.
- Thomas Jefferson, Champion of the People* by Clara Ingram Judson. Wilcox.
- One Morning in Maine* by Robert McCloskey. Viking.
- Amahl and the Night Visitors* by Gian-Carlo Menotti. Whittlesey.
- Big Tiger and Christian* by Fritz Muhlenweg. Pantheon.
- Puss in Boots* by Charles Perrault. Scribner.
- The Treasure Trove of the Sun* by Mikhail Prishvin. Viking.
- The Biggest Bear* by Lynd Ward. Houghton.
- Red Sails to Capri* by Ann Weil. Viking.
- Charlotte's Web* by E. B. White. Harper.

As we approach the observance of United Nations Day, which falls each year on October 24, a noted German writer reminds us of the power of books to create "a kingdom of world-wide understanding." Mrs. Benary-Isbert's book for teen-agers, *The Ark* (published by Harcourt Brace), was awarded a first prize last spring in the New York Herald Tribune book contest.

WHAT can books do to make people of the whole world understand each other? I think they can do and have done a lot. In our own childhood the stories our mothers and grandmothers read to us in the evening and the first books we were able to read ourselves stirred our imaginations and raised a curtain beyond which lay a new, enchanted world. There were the *Arabian Nights* as well as Grimm's *Fairy Tales*. There was Swiss *Heidi* and Danish Hans Andersen, Cooper's *Last of the Mohicans*, *Gulliver's Travels*, and Don Quixote with his man Sancho Panza, to recall only a few. Apart from the delight they gave us, we learned something from them. We got our first impressions of strange countries, strange people with other forms of living, other customs, other religious beliefs, other colors of skin. But fundamentally these people were all the same, all connected with us in world-wide brotherhood.

These books of our childhood remained our friends for a long time. We read them and read them again. We lived in them. Their adventures became our own. Who

of us has not lived on Robinson Crusoe's island? Who has not traveled with Sindbad the Sailor or with little Nils Holgerson and his wild geese over Sweden? My first impression of America I got from *Tom Sawyer*, and when I went to England it was not an entirely strange country because I had read Dickens.

I must have been about ten years old when I discovered the world of the classics. They were in a bookcase in my father's room. The bookcase was not locked like the others, probably because he thought that classics would be no temptation for his greedily reading young daughter. How mistaken he was! I devoured them—Goethe and Shakespeare, Molière and Schiller, the *Odyssey* and the *Eddas*, and the rest—and the adults in my family were unaware of the wonderful, glowing adventure of my discovery. Small wonder that all this reading induced me to try my own hand! I am sure if anybody had asked me at that time what I wanted to become, I would have said without a moment's hesitation, "A classic."

Frankfurt am Main, the old and picturesque town where the Roman emperors were crowned, where young Goethe grew up, was a fine background for the imagination of a growing child. Stories lie on the street, so to say. Every evening when we lay in bed in our nursery, my little sister and brother listened to my yarns about houses and places in our town. Then my schoolmates began to gather around me on our way home from school, and I invented tales for them.

I was so carried away by my own imagination that there was never any difference for me between truth and fancy. I told everything as if it really happened, which at last caused my downfall. My audience's favorite story, and my own, was about the adventures of my grandfather, who in childhood had been kidnaped by a gypsy woman from his noble father's castle in Spain—and, oh, what a wonderful life he had with horses and dogs and dirty little gypsy children! This, my first novel, went on and on and on and was a terrific success. My friends could never get enough of Grandfather. But one day our teacher heard about it. I was summoned and sternly told to stop telling such awful lies. I must have looked honestly astonished, and since she was a kind person, she suggested I write the story down. Obviously something written down was not a lie any more. So I did write it down, and thus my career began.

I had at least one thing in common with the writers of genuine classics, for I had to fight the misunderstanding of a hostile world. We had lost our mother early, and a succession of stern governesses ruled our nursery. In one thing they were all alike: They disapproved of inkstains on my bedsheets, and they did everything to discourage what they called my "fantastic imagination," not realizing that they could as well keep a duck from swimming as keep me from inventing stories! And I went on inventing them in my grown-up life.

**A**FTER the war, I realized one important thing to do was to help the children and young people of my country, to show them that even after defeat one can build an ark, like Noah; that one can keep one's integrity despite utter poverty and homelessness. So I sat down in the cold winter evenings of 1947, often with a candle burning because we had electric current only a few hours every day, my feet in a blanket, to tell those poor, lost German children a story of hope.

In *The Ark*, and *Rowan Farm*, its sequel (to be published next year), I tried to give a true picture of that desperate time, as shown in the simple story of a fugitive family. I hope these books will help people here to under-

stand the vital problems of German youth and to build up connections between young people on both sides of the Atlantic. The warm and gratifying acceptance these tales have found seems to be another proof of the importance of books for international understanding.

People in this world of ours live nearer together than in any other time of history. We have no choice but to learn as much about each other as possible. Especially during childhood, the age of the great hunger for reading, we can plant the seeds of universal good will. As a German high school teacher wrote me the other day, "Children are the readers every writer hopes to find. They read with their hearts, and they keep in their hearts what they have come to love."

The American Military Government of Germany made a great contribution to the building of understanding with books. Everywhere in the American Zone they founded the American Houses, splendid libraries that every German could use freely. Think what this meant in those cold winters after the war, when many Germans were starving in mind as well as body, when the overcrowded housing in West Germany made it impossible to sit quietly at home and read! Think what it meant for children to gather in a nice, warm room where they could read or play or where kind librarians read aloud to them or showed them slides or movies.

In the first weeks of the occupation, an American chaplain came to our house to ask our daughter to interpret for him. The room he entered was by chance the library, and when we came in to meet him he was standing at the bookshelf looking at our English and American books. He looked at Thornton Wilder's *Bridge of San Luis Rey*, at Willa Cather's and Edna Ferber's books, at Sinclair Lewis' *Arrowsmith* and Saroyan's *Human Comedy*. When at last our eyes met, he smiled at us and we smiled back at him. Through the medium of books we and this stranger immediately knew that we would be friends.

**I**N spite of radio and television and movies, books are still a strong power in the world. Let us all help to keep this power alive. Books written without malice—these are what we need, what children especially need to make them understand each other and give them some part of the spirit that lives in the great books of mankind.

To give you an example of the power and the persistence books can have, let me remind you of a story of old China. When in 221 B. C. Ch'in Shih rose to the throne of the Holy Dragon, he had every prospect of becoming the most powerful emperor China had ever seen. He conquered the Huns, united the enormous country, built the Great Wall, and planned to create an undefeatable empire. He wanted to make his people believe in what he said and in nothing else. Of course the teachings of the old masters were the greatest obstacle in his way, so he ordered the venerable books to be burned. Nobody was allowed to possess them any more. The scholars who were the bearers of deep-rooted ideals were burned, tortured, or enslaved.

According to human judgment, the old moral standards, the old beliefs, now uprooted, would soon be forgotten. But when the emperor died an astonishing thing happened. The books were there again. Miraculously they rose out of deep wells, out of cellars, out of the earth. The tyrant was dead; the books were alive. So there is always hope that spirit and endurance will prove stronger than tyranny, stupidity, and prejudice. Let us all be citizens of the kingdom of good books, which cannot be anything but the kingdom of world-wide understanding.



## Financing Our Schools

**John W. Headley**

*President,  
South Dakota State College,  
and Treasurer, National  
Congress of Parents  
and Teachers*



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FINANCING public education has always been a difficult problem for us. One of the chief reasons for its difficulty today is that we are still trying to support a modern system of education with methods adopted in the Colonial period. Another is the fact that more and more demands made on the tax dollar by other governmental agencies have been answered, leaving education with an increasingly smaller share of that dollar.

More than 60 per cent of the funds that support our schools come from the general property tax, which is one of our oldest forms of taxation. Used for this purpose, it has several weaknesses. In the first place, collections are not necessarily made on the basis of a person's ability to pay but merely on the existence of property that may or may not have income-producing value. Moreover, the taxing units are usually too small to be economically sound. Finally, though the practice of assessing property

values equitably is not impossible, it is a practice rarely followed.

To base our support of any important government function on so weak a foundation makes its existence precarious at best. Consider, for example, what happens when the population shifts from one community to another. The first is left with a light load in relation to its income; the second, with an unexpectedly heavy burden. Or consider what has happened now that many states have extended the period of compulsory school attendance through high school. And think also of how our school curriculums have been expanded to meet the demands of modern education—more vocational training, guidance services, health services, music education, physical education, and art education, not to mention many new co-curricular activities. Any and all of these call for additional expenditures.



## Our Present Plight

Hardly a citizen of this country is unaware of one of our most urgent educational needs—the need for new buildings and equipment, not only to replace those that are deteriorating and out of date but to make room for our greatly increased school population. From the time of the depression, twenty years ago, through World War II there has been a minimum of construction. As a result the schools of the country have been left with obsolete and inadequate plants—a condition that calls for vigorous and immediate action.

Then, as if this weren't enough, we have the problem of meeting operating costs and construction budgets with dollars whose purchasing power has seriously shrunk. Communities increase their taxes to keep up with school expenditures, little realizing that the added income is scarcely enough to maintain the unsatisfactory conditions that exist, let alone correct them! For every dollar needed by the schools of the nation in 1940—to maintain the 1940 level of service—we now need almost two dollars. Yet neither parents nor communities would be content today with the services offered their children thirteen years ago.

If we are to get more and better financing for our schools, we must be on guard lest other public services and programs deprive the schools of needed revenue. A study of educational finance in almost every state in the Union would reveal that the government has assumed new functions at the expense of education. Taxpayers and legislators answer the demands for increased governmental services but are denied the sources of new revenue needed to supply these services. And it is education that frequently suffers as a result.

Each state should therefore take stock of its present program of services to see that there is enough money to pay for new ones. Even if tax collections and total appropriations mount steadily, still this is no guarantee that every state activity is being adequately financed. A certain state survey disclosed that though total appropriations had trebled during a ten-year period, education was receiving only half what it had received at the beginning of the period—in relation to the productivity of the state as a whole. Local school districts, forced to shoulder this increased load, were unable to do so. For school districts too sometimes make the same mistake as do the states. They agree to expand their educational services without first making sure that there will be sufficient funds.

## Moves in the Right Direction

If our support of public education is to be sound, it must have a broad base. This can only mean that federal, state, and local taxation should each carry a just share. At present, the school systems of only two states receive more than 5 per cent of their support from the federal government, and the average federal support for all states is less than 1.5 per cent.

Generally the state itself provides about 40 per cent of the money needed by its schools. The remainder comes from county and local district taxation, divided about 5 per cent and 53 per cent, respectively. In fifteen states more than 50 per cent of educational taxes are collected at the state level. One state provides less than 4 per cent of its school income from that source. It is a hopeful sign that during the last ten years the trend has been toward more support from the state and less from the local district. Then, too, the recent reorganization of school districts has helped local communities assume their tax burdens somewhat more equitably.

Some people believe that each state should support its schools completely. Under such a system, however, the state should have an opportunity to control school district organization so as to eliminate units that are uneconomical—at least as far as possible. It often happens that local school districts, when they are given adequate state support, are reluctant to consider such reorganization and elimination of unsound school units.

Six states now use units larger than the local district to supply more than 90 per cent of school funds. In these states, where large local school units are typical, 25 per cent of the school revenue comes from county-wide levies. Another promising trend is shown by the fourteen states that now collect more than 70 per cent of their taxes from sources other than the general property tax.

## Charting a Wise Course

How can we insure adequate educational support for our schools? The following are recognized as being sound practices:

1. A broad tax base, which includes taxes derived from several substantial sources.
2. Abandonment of the general property tax as a major tax source.
3. A large unit of taxation, large local taxing districts, and state-wide collections.
4. Large school districts for administration, containing flexible attendance units.
5. Provision for federal contributions to education when national functions affect state and local school activities.
6. Long-time planning for school construction and school financing.
7. Well-coordinated state-wide programs for educational construction and curriculum planning.
8. Enlightened lay and professional leadership.

In a dynamic society like ours education is always in the process of change. Our curriculums, keeping step with the nation as a whole, have progressed faster than have our methods of supporting them financially. Every American citizen needs to realize that our financial structure has to change if we are to keep pace with educational, economic, and political developments. A strong program in every community that presents the case for adequate school support will result in an enlightened citizenry throughout the state—and throughout the nation.

An important job of our parent-teacher associations is to convince others of this fact and enlist their aid in solving the financial problems that affect our schools. All too often people dispose of their responsibilities with a shrug and a plea of ignorance: "What do I know about educational finance or about tax problems? I'm not an expert!"

But no one has to be an expert to understand that our schools need more money—that, in short, there is a direct link between the quality of a good school program and the quantity spent on this investment in our children's future.

Nor need one be an expert to become sufficiently informed about school finance and tax structure to work effectively for necessary changes. Public confidence and support are based on accurate information and intelligent understanding, and the National Congress of Parents and Teachers has long striven to create both. Its current Action Program for Better Homes, Better Schools, Better Communities calls for support of "up-to-date and realistic systems of educational finance." To this end every community and every state should lose no time formulating its objectives and bending all its efforts toward their prompt achievement.



## A GUIDE FOR DISCUSSION

### Pertinent Points

1. What are some of the conditions that have contributed to the present plight of our schools? Why do we have to pay twice as much today for a less than adequate program of school services as we did in 1940?
2. What role do the citizens of your community play in determining the financial plan for their schools? Are the teachers and principals consulted on budget planning?
3. What are the main sources of tax revenue upon which your schools depend? Are there any other sources that, if utilized, could help assure children a satisfactory education in suitable buildings and with good teachers and good learning tools? Is the financial base of support for your public schools spread equitably over all the resources of the community, not just one or two?
4. If the citizens of your community are not as well informed as they should be about the financial affairs of their schools, suggest a suitable program of reporting to the people, so as to keep the community informed and create public respect and support.
5. Every parent-teacher member knows that unless the nation's children are well educated, America will not have the kind of citizens on which her welfare and leadership depend. Yet some states and communities are so sparsely settled and lacking in resources that they can provide only a minimum educational program—if that. In your opinion, how can such educational inequalities be wiped out, so that all children will have a chance for a good education?
6. Discuss the following paragraph quoted from *The American School Superintendency*, Thirtieth Yearbook of the American Association of School Administrators:  
"The administration of the business affairs of a school system can be inspired with a devotion to the aims of instruction comparable to that held in any other phase of the superintendency. . . . Students of school administration are deeply convinced that the official in charge of business should be administratively responsible to the superintendent of schools, not an independent officer reporting directly to the board of education. He should be professionally trained in school administration, should be a member of the superintendent's cabinet, and should share in the discussion of educational problems along with other assistant superintendents or directors."
7. Summarize what your group considers to be sound principles of school finance, and suggest ways of putting them into full effect.

### Program Suggestions

Since every member of the group should and will want to make himself heard on this difficult but lively subject, make use of the techniques described in the article "New Hope for Audiences," which begins on page 17. Your superintendent of schools will be glad to share his views with you on the kind of community support that is needed to assure "up-to-date and realistic systems of educational finance." Members of the school board should also be invited to participate. Be sure that this meeting is given plenty of publicity well in advance of the date, in order that there will be a large and interested audience to study and discuss this most important concern.

Any of the following films could be used to introduce the program:

*Pop Rings the Bell* (23 minutes); National School Service Institute.

*Schools March On* (18 minutes); March of Time.

*Secure the Blessings* (30 minutes); National Education Association.

*Skippy and the 3 R's* (18 minutes); National Education Association.

## *The Inner Resource*

(Continued from page 16)

his reactions to life are to become rewardingly sound, is to turn his attention *outward*, lending it to his world, taking in the impressions and facts out of which he can make depth of understanding, warmth of compassion, and fitness of response.

What we have to work with here is a quite different sort of thing. We may call it *psychological magnetism*. It is the magnetic power, for example, that our knowledge has to draw unto itself more and more facts, so that it becomes an ever larger store. It is the power that our affection for one person has to make us feel more at home with other people.

To borrow again from Robert Frost, we recall his observation that

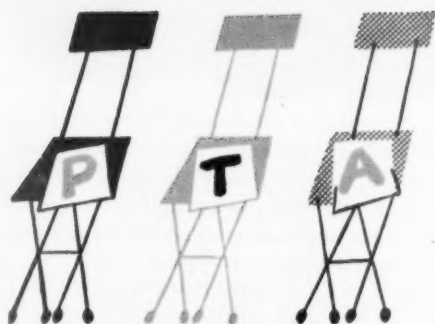
*Every child should have the memory  
Of at least one long-after-bedtime walk.*

Why? We might say, of course, that the memory in itself would be good for him to have and to keep. But that is only part of the story. We might state the other part by saying that every child who has an unforgettable, happy memory of one long-after-bedtime walk *is more ready on that account to have more experiences of the same kind.*

Similarly every child who is introduced to poetry in a way that heightens his own feelings is more ready to love poetry—to learn it voluntarily and create it for himself. I know this from experience. In my own childhood, my mother and father both had a way of tossing in a line of poetry at the right time—to renew our energies on the last lap of a long walk or to make even more vivid the feeling of the wind in our faces. As a result, I myself have moved into a need for poetry and a fair knowledge of it.

Every child whose questions are so answered that he gets the kind of knowledge he wants when he wants it is more ready to go on learning. Every fact he gains, moreover, will tend to be a focal point around which other facts cluster. If he learns something, even a little, about the composition of rocks or the classification of wildflowers, he knows what to look for and how to go about learning more.

This, then, is our best working insight when it comes to the building of mental and emotional resources: the fact that like attracts like, that skill breeds further skill, knowledge further knowledge, confidence further confidence. Whether we are trying to enrich our own lives or trying to get our children slanted toward a happy resourcefulness, the same principle holds. Any rewarding experience of going toward life rather than away from it is a beginning. It is the mustard seed out of which resourcefulness can grow.



## projects and activities

### OPERATION KINDERGARTEN

THIS September the school bells of Fargo, North Dakota, pealed their invitation to learning for the five-year-olds of the city as well as for the older children. For Fargo once again has public kindergartens—thanks to the long-range planning and the patient, persistent efforts of its P.T.A.'s.

Since the depression year of 1932 Fargo has had no public educational facilities for its preschool fry. Two private kindergartens and one cooperative group were caring for a maximum of one hundred and fifty fortunate youngsters each year. But for more than five hundred other children there was no room on the school train. They had to miss the first exciting and rewarding stretch of the journey through the world of school and learning.

Parents were distressed by this deprivation. What could they do? The Agassiz Grade School Parent-Teacher Association studied the situation. The city had recently passed a two-million-dollar bond issue to construct one school and to build an addition to another. (P.T.A.'s, incidentally, had worked hard to secure the passage of the bond issue.) It seemed a propitious time, the Agassiz unit reasoned, to start a drive for kindergartens. When the idea was presented to the Fargo Council of Parent-Teacher Associations, the sixteen member units voted to make the reestablishment of kindergartens a council project.

A council committee conferred with the board of education, but the board held that no action was practicable until the current school construction program was completed. Disturbed but undaunted, the council refused to accept defeat. It set up a kindergarten campaign committee. It found out that the state, in 1931, had passed permissive legislation for kindergartens, but that the question of establishing them could be put on the ballot only by petition of one fifth of the legal voters or by resolution of the board of education. Biding its time, the council never ceased its work. Member units gathered information and built up public interest. In 1952 the board by unanimous resolution placed the kindergarten issue on the ballot.

#### Mobilizing for D-Day

Strategic planning to assure victory at the polls started at once. Two campaigns were mapped—one to inform the voters and the other to get out the vote.

The P.T.A.'s began to gather information. What arguments against kindergartens would they have to face? What questions would the public ask? How could they circulate sound information and win support?

Operation Kindergarten's workers marshaled the facts. They listed the values of kindergarten experiences for the

child. They dug out the history of kindergartens. They estimated the classroom space available, the capital outlay for equipment, the operational cost to the taxpayer. They figured out transportation for the children. They quoted from a speech by the school superintendent on the practicability of kindergartens. Finally they prepared fact sheets.

The kindergarten committee organized a bureau of speakers and provided them with all the information that had been assembled. From the Junior Chamber of Commerce funds were secured for mimeographing materials and for other campaign expenses. To every organization in the community went letters explaining the P.T.A. campaign to get out the vote and offering to provide informed speakers for meetings. Fact sheets were distributed to P.T.A. members, and every unit heard a speaker on the subject. The radio and newspapers were also utilized to alert and inform the public.

#### Driving for V-Day

As D-Day drew near they intensified their efforts. P.T.A. members visited the homes of electors with fact sheets and started chain telephone calls, urging every citizen to vote.

D-Day, April 15, arrived. Throughout the rushing hours telephone calls warned the citizens that this was election day, and everyone should register his preference. Parents



Happy kindergarteners and their teacher, Mrs. B. F. Stuewig, in one of the reclaimed and rebuilt kindergarten rooms at Roosevelt Grade School.

with little children in tow streamed to the polls, and by evening D-Day was V-Day!

In September ten kindergarten rooms opened with a capacity enrollment of five hundred and fifty children, and soon a new elementary school will provide additional

space for our preschoolers. Our P.T.A.'s have won another victory in the never-ending crusade for the welfare of children and youth.

—MRS. CLIFTON E. MILLER

*Kindergarten Chairman and President, District 10, North Dakota Congress of Parents and Teachers*

## FOR ARKANSAS' CHILDREN—A GOODLY INHERITANCE

we in Pulaski County, Arkansas, have teamed up—the schools, the P.T.A.'s, and the soil conservation agency—to preserve our goodly inheritance of natural resources and to pass it on to succeeding generations undiminished and enhanced.

"Every child," we read in the Permanent Platform of the National Congress of Parents and Teachers, "should be taught to have a regard for this country's rich natural endowments, upon which depend our national life, culture, and existence, and should have also a general knowledge of how these resources may be best conserved and ever strengthened." To this end we in Pulaski County have cooperated to build a program of conservation education in our schools. We are nine thousand children and three hundred teachers in thirty-nine rural schools, the staff of the Lonoke-Pulaski Soil Conservation District, and the members of the Pulaski County Council of Parent-Teacher Associations and of other organizations in the community.

### Barren Ground

The need for such a program is dramatically demonstrated in our county. One look at the denuded, red clay hills and gullies would convince the most skeptical. State-wide erosion control has been planned for only five million of our thirty-three million acres of land, and only two and a half million acres have been treated. Already we have lost the equivalent of two whole counties. A wasteland of this magnitude affects the economy, the health, and the well-being of every citizen of our state.

In the five years since the county conservation program started, our P.T.A.'s have provided continuous effort, inspiration, and encouragement. They have prepared publicity materials, arranged programs, visited school exhibits, and served as judges in the conservation award project.

As a climax to the 1952-53 program each school in the county was asked to prepare an exhibit that would illustrate as vividly as possible its teaching of conservation. These competitive exhibits would be judged on the basis of four important points: (1) the number of classes taking part in each school's exhibit, (2) the variety of conservation subjects covered, (3) the correlation of conservation studies with other school subjects, and of course (4) the effectiveness, the range, and the quality of the displays.

The Pulaski County Council inaugurated its supporting activities at a round-table discussion, where member P.T.A.'s unanimously pledged their encouragement and assistance to their individual schools.

Acting as judges of the displays were Mrs. Ben Moore, district director of the Arkansas Congress of Parents and Teachers, and Mrs. George Dortch, president of the Scott P.T.A., as well as E. S. Leonard, district conservationist, and the principals of schools outside the competing group.

P.T.A. members and educators alike were impressed with how vividly these school exhibits demonstrated that conservation study can be tied in with community needs, with the children's experiences, and with basic school sub-

jects. Children had, for example, solved arithmetic problems based on soil and water loss and on forestry and timber management. They had written themes and poems on conservation subjects; had plotted on graphs and charts the results of erosion control; had prepared striking posters on soil and water and on wild life; and had made resource maps.



Pupils of the Bayou Meto school proudly display their map showing the various types of soil in the state of Arkansas.

High school students had actually practiced conservation on the school grounds by sodding, planting trees and shrubs, and making water diversion terraces. In the classroom, research and instruction culminated in the preparation of table-top models showing all phases of soil and water conservation.

### Enriched Learning and Richer Land

Children in one school prepared a fifty-foot mural of their district, showing erosion conditions and such control practices as contour cultivation, stock ponds, and terracing. At the exhibition of their project, they served a breakfast of food produced on farms where conservation was practiced. In all these projects, the schools had the interest and encouragement of their P.T.A.'s.

From the good earth, the tall forests, the swift-moving streams come the products and power for abundant living. In our school program we hope we are helping our children learn to use these resources wisely and to conserve and strengthen them for future generations. The exhibits of the 1952-53 program demonstrated, we think, that through the cooperation of the schools, the P.T.A.'s, and the conservationists, we are progressing toward our goal. Our children are learning not only how to preserve their common inheritance but the meaning of trusteeship as well.

—MABEL B. CRITTENDEN

*Elementary Supervisor, Pulaski County Rural Schools*

# Personality in the Making

## STUDY COURSE GUIDES

### I. PRESCHOOL COURSE

Directed by Ruth Strang

"How Friendly Is Your Child?" (page 7)

#### Points for Study and Discussion

1. What characteristics of friendship between adults can you add to the following?

- A close, affectionate, nonpossessive relationship.
- An ability to contribute to the friend's happiness and welfare.
- A "feeling with" the friend in times of joy and grief.
- A willingness to allow the friend to be himself, behave in his own best ways.

How is the friendship between parent and child similar to friendships between adults? In what ways is it different? How does a good relationship with the mother pave the way for the child's friendliness with other people?

2. How do a child's relationships with other people widen from birth to six years? Give examples or draw a diagram showing the widening relationships.

3. In advance of the meeting, observe one preschool child when he is with other children, keeping these questions in mind: With whom does he play? With whom does he have the most fun? Do the other children have fun, too, or is his fun at their expense? With what sorts of things does he play? What kinds of fun does he try to have? What kinds of play does he try to avoid? How does he feel when he has had a good time—happy, or guilty and anxious?

4. How does a friendly child behave toward other children? How does an unfriendly child behave? At what age do you notice "parallel conversation"—that is, each child taking turns talking about a thing that interests him without paying any attention to what the other child has said? At what age do you notice parallel play—where children are content to be with other children but do not really play with them? At what age do you begin to see a give-and-take in the little child's relationships?

5. How do the friendships of two-year-olds differ from the friendships of four-year-olds? Of six-year-olds?

6. How do preschool children show their friendship for other children? What are some of the stages in their growth in ability to relate themselves to others?

7. Describe some everyday situations that you think would lend themselves especially well to role playing. Have someone demonstrate just how a mother might dramatize these situations with preschool children and encourage the children to do the role playing themselves.

8. Describe the kind of home environment that favors the easy growth of friendliness—for instance, parents who set an example of friendliness, plenty of play space and equipment, and toys that encourage play with others.

#### Program Suggestions

To review the main points brought out in the article, the group might conduct a question-and-answer, "Professor Quiz" type of program, simulating a radio or television broadcast. Here are some questions that might be asked:

1. Does Mrs. Lippitt think that friendly behavior is inherited or learned?
2. What is often the basis of antifriendly feelings?
3. What is another name for spontaneous dramatics?
4. For what general purpose may role playing be used?

5. How can role playing help a child to become more friendly?

6. What are some of the specific aims of role playing with preschool children?

7. Why should the parent portray the feeling he desires the child to acquire?

8. In acting out the visit to the zoo, what did Mrs. Lippitt do to change the children's attitude toward people who seemed to stare at them?

9. What is the first step or stage in role playing that Mrs. Lippitt describes?

10. What is the second step?

11. What is the third step?

12. What is the fourth step?

13. What are some of the situations that may be used for role playing with older children?

14. What can this kind of role playing accomplish?

Here are the answers:

1. It is learned.

2. Lack of insight into the other person's behavior, feelings, and need for friendship.

3. Role playing.

4. To help the child practice and experiment with different ways of expressing his real feelings and thus become more friendly.

5. He gains a better understanding of himself and others.

6. Check with the suggestions given in the article.

7. Because little children often copy the behavior they observe in role playing.

8. Check with the article.

9. Introduce it as a guessing game.

10. Portray behavior that will help the child understand how another person is feeling—for example, the aggressive child.

11. Ask the child how that person might like to be treated.

12. Help him to apply his new insights to real-life situations.

13. Check with suggestions given in the article.

14. It can get the child interested in thinking about how other people feel, what their behavior tells him, why he behaves as he does sometimes, and how others might like him to act.

If someone in the P.T.A. or the community is especially skilled in the role-playing technique, ask him or her to demonstrate how it may be used with preschool children.

Ask one or two members to observe carefully a preschool child before the meeting and bring in "word snapshots" of his apparently friendly or unfriendly behavior. (See point 3 in "Points for Study and Discussion.") Each of these members should also try to get additional information that would reveal how the child was really feeling at the time.

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#### Pamphlets:

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Spitz, René A. *Emotional Growth in the First Year*. 15 cents.  
Wolf, Anna W. M. *What Makes a Good Home?* 20 cents.

#### Articles in the National Parent-Teacher:

Hymes, James L., Jr., "Play Is Not Passive." November 1951, pp. 7-9.

Overstreet, Bonaro W. "The Power To 'Feel With.'" November 1952, pp. 10-12.

Ross, Helen. "Learning To Live with People." November 1949, pp. 4-6.

#### Film:

*Role Playing in Human Relations Training* (25 minutes, sound). National Education Association.

## II. SCHOOL-AGE COURSE

Directed by Bess Goodykoontz

"How Friendly Is Your Child?" (page 7)

### Points for Study and Discussion

1. "All children want to be friendly and want to be liked" is the opening statement in the article. Have you ever doubted this? If so, was it because of the behavior of some child with whom you couldn't seem to make friends? Can you analyze that behavior?

2. The author speaks of "wrong techniques" for making friends and illustrates with the story of Reese, who teased and chased Carolyn to get her attention. Describe some similar incidents you have observed.

3. Friendships call for some common interest or for sharing a mutually appreciated experience, such as two first-graders eating lunch together. What have you found to be successful friendship starters for your children? (Toys that can be shared? A back-yard play space? Two tickets to the Junior Symphony? Baseball equipment?)

4. In "Friends in the Family" (see *Guiding Children in School and Out*) Bernice Moore says one of the greatest gifts our families can bestow is learning how to give and accept friendship. She defines friendship in these words: "Friends do not fight each other." "Friends avoid hurting one another." "Friends are generous with their time and energy for others." "Friends are not bent on domination and control." "Friends do not desire to possess or to smother the personality of another."

Would you add to or subtract from this list? From your experience, how would you say that family life helps to develop these qualities?

5. It is one thing to help a youngster get acquainted and form friendships with the children next door or the children of their parents' friends or others in their own social group. It is another thing for him to learn how to be friendly with children whose homes and customs and status in the community are different from his. But this is a lesson we all need to learn, a lesson America needs to learn among its neighbor countries. Our basic reference, *Personality in the Making*, has good material on this problem. See "Income Level and Health of Personality" on pages 104-34 and "The Effects of Prejudice and Discrimination" on pages 135-58.

6. Do all adults want to be liked too? Do they sometimes need help in using the right techniques? How does a parent-teacher association keep from having a small "in-group," with other members "on the outside"?

### Program Suggestions

This article invites role-playing sessions. The author suggests a series for preschool children and another for children of school age. Try some of them. Maybe the group would like to develop some on the adult level—for one example, a new member coming to the study group for the first time. After these demonstrations discuss what you have found out about the ways to make role playing

successful. Mrs. Lippitt says role playing should be fun. What else should it be?

Lucy Nulton's heart-warming article called "That Silent One" (in *Guiding Children in School and Out*) tells about Johnny, a quiet little fellow who needed to take his own time to get acquainted, to work toward friendship. It would be good to read aloud and discuss in the light of Mrs. Lippitt's article. Parts of it could very effectively be dramatized in quick, on-the-spot skits.

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Witmer, Helen Leland, and Kotinsky, Ruth, editors. *Personality in the Making*. New York: Harper, 1952. Chapter V, pages 104-34; Chapter VI, pages 135-58.

#### Pamphlet:

*Guiding Children in School and Out*. Association for Childhood Education International, 1200 Fifteenth Street, N.W., Washington 5, D. C. 50 cents. See "Friends in the Family" by Bernice Milburn Moore and "That Silent One" by Lucy Nulton.

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Hildreth, Gertrude. "Quarreling Among Children." February 1949, pp. 7-9.

Lane, Howard A. "Bashful or Bold?" October 1949, pp. 4-6.

Laycock, S. R. "Making Friends." October 1947, pp. 27-29.

Overstreet, Bonaro W., "Growth Toward the World." November 1951, pp. 10-12.

#### Films:

*How Friendly Are You?* (10 minutes, sound), Coronet Films.

*The Other Fellow's Feelings* (8 minutes, sound). Young America Films.

*Role Playing in Human Relations Training* (25 minutes, sound). National Education Association.

## III. THE AGE OF ADOLESCENCE

Directed by Ralph H. Ojemann and Eva H. Grant

"Where Can They Go for Counsel?" (page 24)

### Points for Study and Discussion

1. If you were the head of a clinic or counseling agency and were responsible for adding a counselor of adolescents to your staff, what qualities and qualifications would you set up as essential for such a person?

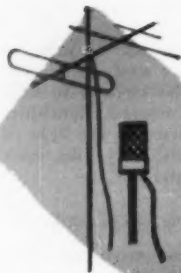
2. Why is it sometimes difficult for parents to give their young people the guidance they need? Why are outsiders, rather than members of the family, frequently better able to counsel adolescents? Why are people with professional training often the only ones who can help a deeply troubled young person?

3. Describe the counseling agencies available in your community. Are they adequate, both in number and in the kind of services they offer? If not, what can your P.T.A. do about this? Find out how the facilities in your community compare with those in other communities of its size.

4. The editorial comment about Mrs. Perlman's article states, "Many of us have only a vague notion of where to turn when we are in need of help." Consequently we don't take advantage of the services available in our own communities. Suggest ways in which these services can be publicized and interpreted so that the members of your community will become better informed about the sources of help that are right at hand.

5. How do most people you know feel about turning to

(Continued on page 40)



## TELEVISION AND RADIO FARE

### *for Children and Young People*

#### Television Programs

##### EXCELLENT

*Ding Dong School* (y). The first network TV program really conceived to meet the preschool child's needs. A soft-spoken woman with a thorough background in nursery school techniques visits with the child via TV, showing familiar toys, singing songs, using paper and crayons, and talking about the world he lives in. A simple but truly great program that has had wide and enthusiastic reception from small children and their parents.

*Jump, Jump* (y). Songs, stories, and humorous chatter presented by an elfin marionette and puppet friends, assisted by a young woman with a pleasant voice and real understanding of the fantasies of very young children.

*Junior Crossroads* (o). The best in short film material for children, presented daily with no fanfare, no "uncles," and no commercials. Fairy tales, nature lore, music, animals, safety training, science, and a teen-age problem clinic are all dramatically narrated with action.

*Kukla, Fran, and Ollie* (yo). Burr Tillstrom's charming satiric puppet characters, assisted by live and lively Fran Allison, carry on their sophisticated and humorous patter, songs, and dramas to the delight of most adults and many children. This is one program that, although not specifically designed for children, still appeals to many of them.

*Mr. Wizard* (o). A friendly scientist performs simple experiments for a child who participates in them.

*Super Circus* (yo). A circus variety show, well produced.

*Who Knows This?* (o). A teen-age quiz program features panels of boys and girls testing their knowledge on interesting and worth-while subjects.

*Youth Wants To Know* (o). Intelligent teen-agers meet and question outstanding guest personalities.

*Zoo Parade* (yo). Real creatures, from insects to elephants, are exhibited and explained by zoo experts.

##### GOOD

*Flyboy* (y). A puppet adventure story, sprinkled with sponsor plugs, follows an established pattern of humor and intrigue. What this lacks in production at times, it makes up for in a sincere effort toward authenticity.

*How Does It Work?* (o). School science classes demonstrate and discuss various experiments.

*It's Magic* (yo). A woman magician and a man assistant perform varied tricks, frequently asking for participation from a studio audience of parents and children.

*Man's Best Friend* (o). Adults and children exhibit their dogs, with accompanying information and a short session on the training of pets.

*Paul Whiteman's TV Teen Club* (o). Teen-age amateur talent. Intercultural.

*Pet Showcase* (yo). A moderator interviews pet-shop owners and their interesting animals. Excellent camera work holds the children's attention if the adult talk fails to do so.

*Playcrafter's Club* (o). Children participate in playground handicrafts and demonstrate projects.

Because we have had so many requests for reliable ratings of television and radio programs accessible to children, we are here publishing in abbreviated form an evaluation made by the National Association for Better Radio and Television, 882 Victoria Avenue, Los Angeles, California.

Although some programs are local to the Los Angeles area, many of them are nation-wide. The small letters (y) and (o) that follow each title mean young children and older children, respectively.

*Quiz Kids* (o). Exceptional children participate in a quiz program geared to teen-agers and adults.

*Teleten Reporter* (o). Items of teen-age interest are introduced in a newspaper office setting. A program by and for young people.

*Time for Beany* (yo). Beany Boy, Uncle Captain, and noble Nitwit Cecil Sea Serpent in puppet adventures. The subject matter and somewhat sophisticated humor are not always slanted for children but are usually enjoyed by all.

*Timmy O'Toole* (y). A cartoonist gives simple lessons in drawing, assisted by a puppet perched on his drawing board.

*Webster Webfoot* (y). A ventriloquist and a duck talk with participating groups of children, sing songs, tell stories, give behavior advice, banter, and promote sponsor's products. An easygoing, friendly program manages to include home viewers by means of phone conversations and Webster Webfoot Club membership.

##### FAIR

*Fearless Fosdick* (o). A clever puppet drama satirizes the Dick Tracy type of melodrama. For the older child who can appreciate the Al Capp brand of humor.

*Howdy Doody* (y). Puppets and uninhibited adults participate in a complicated continued story. There are also ancient films, some rather unsuitable.

*Peanut Circus* (yo). Circus acts, with fair production but excessive commercials. Children participate in clown costume contests.

*Rootie Kazootie* (y). Puppets and people are combined in story adventures, plus audience-participation quizzes and contests. Good-natured, noisy nonsense, for small fry.

*Sheriff John* (y). A uniformed young man promotes sponsors' products, offers behavior advice, runs contests, demonstrates handicraft projects, and shows quantities of old comic films, both cartoon and alive. Better films could make this a higher rating program.

*Space Funnies* (y). A space-suited M.C., surrounded by space-ship gadgetry and visiting children, promotes products, club memberships, birthdays, and contests. Interior film material keeps this program from rating better.

##### POOR

*Charlie Chase* (o). Silent comedies with much good humor and good fun but often including bedroom farce and drunken humor. Not suitable for children.

*Laurel and Hardy* (o). Early films by these two expert comics often include really top-notch slapstick humor, but, many sequences are highly unsuitable for children.

*Tootsie Hippodrome* (y). Vaudeville plus giveaways, excessive commercials, and excessive noise.

#### OBJECTIONABLE

The programs in this group are all similar and all based on crime. According to the criteria used for evaluating children's programs, the crime theme is never acceptable.

*Captain Midnight* (o). An artificial story maintains its excitement with the usual chain of murders via gun, knife, hatchet, masked killers, and erupting volcanoes.

*Cisco Kid* (o). A debonair Mexican vaquero is assisted by a bumbling peon, Pancho. Gunplay, gaiety, and laughter.

*Doye O'Dell* (o). Serialized western films, interspersed with western hillbilly music and humor.

*Gabby Hayes* (o). Serialized western films prefaced by western-type chatter in bad grammar and colloquial English.

*Gene Autry* (o). Autry's pleasant voice and personality are utilized in the usual gun, fist, and chase routine.

*Hopalong Cassidy* (o). The elderly cowboy in his new half-hour series, specially filmed for TV, never varies the formula of crime and violence in the wide-open spaces.

*Kit Carson* (o). Another character purportedly from western history, following the same formula.

*Lone Ranger* (o). A masked man theoretically helps build the Old West with the grunting aid of an Indian friend.

*Range Rider* (o). This righteous hero, who loves children and cattle, is assisted by a gun-slinging young boy.

*Red Rider* (o). Cowboy fists and guns again.

*Roy Rogers* (o). The handsome cowboy, with his muscles and guns, is aided by his wife, his brilliantly intellectual dog and horse, and his stupid assistant.

*Sky King* (o). This western hero prefers planes to horses for his chase sequences.

*Space Patrol* (o). Soap-opera adventures through interplanetary space.

*Superman* (o). Our comic-strip super hero is slightly limited on TV, as trick photography is expensive. But what the program lacks in feats of strength it supplies in frantic excitement. Monitored programs showed a wrestler being crippled, a doctor using drugs to hypnotize his patients, and the kidnapping of a child.

*Terry and the Pirates* (o). The production and characterizations of this famed comic-strip group are much better than the average TV adventure series. But because the tale is based on crime and often involves brutality and gunplay, we cannot recommend it for children.

*Tim McCoy's Wild West* (o). This cowboy introduces the showing of his own early films with excellent Indian and western lore, often assisted by a group of authentic Indians in tribal songs and dances. The trite films that follow this good material vary in content.

*Wild Bill Hickok* (o). A charming cowboy in fringed leather jacket, theoretically based on a character out of true western lore, assisted by guns and the high-pitched humor of a fat friend named Jingles.

#### MOST OBJECTIONABLE

*Dick Tracy* (o). Based on a comic strip noted for creating most ghastly and unpalatable criminal characters.

*East Side Kids* (o). Oft-repeated films of the old Dead End Gang set up a most unsavory hero-ideal. A teen-age gang leader, he bullies his friends, derides the law, speaks in the tough idiom of the gutter, and demonstrates every kind of antisocial behavior—except that he of course is good to his mother!

*Komedy Klub (Uncle Archie)* (o). Excessive commercials,

displays of gadgets sent in by children, and old films—highly unsuitable mysteries, westerns, or comedies.

*Ramar of the Jungle* (o). Pith-helmeted scientists and a cockney helper battle villains of assorted nationalities in confused jungle adventures. Threats from native tribes are frequently featured.

*Televenture* (o). Hackneyed serials run again and again, featuring the worst kind of horror, brutality, and violence, and building up to suspense endings. The whole program is calculated to exploit children's fears and tensions.

*Editor's note.* Two new programs of unusual promise are *Adventure* (American Museum of Natural History) and *Excursion* (Ford Foundation TV-Radio Workshop).

## Radio Programs

#### EXCELLENT

*Carnival of Books* (o). Dramatization of contemporary children's books, followed by discussion between children with author. High quality production.

*Clyde Beatty* (o). Fine, exciting stories, working out real problems in the lives of both young people and adults. Based on Beatty's experience with animals and people.

*Jump, Jump* (y). Songs, stories, and humorous chatter featuring an elf and a pleasant-voiced woman.

*Let's Pretend* (y). Fairy tales and original fantasies dramatized for children by children. One of the classic examples of what makes a good child's program.

*Make Way for Youth* (o). A well-produced program for youth by youth with popular music and songs.

*Story Circus* (y). Stories and songs using children's records.

*Symphonies for Youth* (y). Alfred Wallenstein conducts the Los Angeles Philharmonic Orchestra in a program for school-age children. A short question-and-answer session breaks the monotony of too much music.

*Young America Speaks* (o). A teen-age discussion program.

#### GOOD

*Boy Scout Jamboree* (o). Scouting achievements described by scouts; merit awards presented.

*Junior Town Meeting* (o). A discussion program for youth.

*Molly Make-Believe* (y). Charming dramatized stories based on behavior guidance. Good children's records complete the program.

*Songs of B-Bar-B* (y). Songs, stories, tall tales, and answers to questions on the Far West, by a capable cowboy singer and a group featuring a child actor.

#### POOR

*Children's Hour* (y). A master of ceremonies interviews children and parents who are dining out at a restaurant.

#### OBJECTIONABLE

*Bobby Benson* (o). Standard cowhand characters with a boy rancher in western-style adventures. Less crime than usual in this type of program, but it's still present.

*Cisco Kid* (o). Crime in the West, with a Mexican accent.

*Gene Autry* (o). Autry rides again—or yet.

*Lone Ranger* (o). The masked man and Tonto pursue criminals through the Old West.

*Roy Rogers* (o). Crime and violence in the West again.

*Sergeant Preston of the Yukon* (o). Crime and violence in the frozen North.

*Silver Eagle* (o). A noble Indian, aided by a brawny French Canadian guide, tracks down criminals.

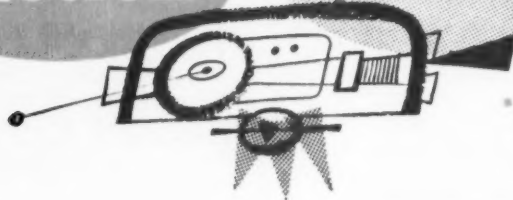
*Sky King* (o). The hero pursues crime and violence on a plane instead of a horse. Two children assist.

*Space Patrol* (o). Crime and violence among the planets.

*Tarzan* (o). Intrigue in the jungle.

# Motion

# picture



## reviews

**PREVIEW EDITOR, ENTERTAINMENT FILMS**  
MRS. LOUIS L. BUCKLIN

### JUNIOR MATINEE

*From 8 to 12 years*

**Bandits of the West**—Republic. Direction, Harry Keller. A compact, straightforward western in which "Rocky" Lane, a kindly as well as valorous sheriff, helps a small town to secure gas light (and incidentally aids the pretty owner of the new gas company) by defeating a gang of outlaws. Cast: Allan "Rocky" Lane, Cathy Downs.

Family	12-15	8-12
Good small western	Western fans	Good western
<b>The Caddy</b> —Paramount. Direction, Norman Taurog. Clowning on the golf course with Ben Hogan, Sam Snead, and other notables, Dean Martin and Jerry Lewis add to their slapstick laurels in a better-than-average farce. Jerry, as the lonesome, conscientious caddy, left out of the fashionable parties that have golfer Dean in a whirl, makes the most of the pathetic-comic situations inherent in the plot. Children who identify themselves with Jerry will dislike the spurious social standards that keep the two friends apart. Cast: Dean Martin, Jerry Lewis.		
Family	12-15	8-12
Good of its type	Good	Good

### FAMILY

*Suitable for children if accompanied by adults*

**The Actress**—MGM. Direction, George Cukor. An old-fashioned domestic comedy based on the stage play *Years Ago* is thoughtfully acted by a star cast. Father, an irascible, retired seaman, not too happily employed in a near-by factory, alternately overwhelms his wife and daughter with gusty affection or bellowing rage vaguely reminiscent of *Life with Father*. Spencer Tracy's characterization, however, includes wistfulness as well as faithfulness and loyalty. Teresa Wright, as the patient wife whose life is spent in placating father and trying to make her daughter happy, achieves a sometimes painful realism. English actress Jean Simmons, as the small-town stage-struck daughter is appealing and believably American. Cast: Spencer Tracy, Jean Simmons, Teresa Wright.

Family	12-15	8-12
Good	Yes	Yes

**Charge at Feather River**—Warner Brothers. Direction, Gordon Douglas. In this simple little Warner-Color western 3-D comes out rather well. The rather childish story is about the rescue of two white sisters captured by Cheyenne Indians five years before. One of the two was about to marry the chief's son, and personally we can't see why she was not allowed to do so. But then, of course, there would have been no shootings and no excitement. Cast: Guy Madison, Frank Lovejoy.

Family	12-15	8-12
Western fans	Yes	Yes

**Give a Girl a Break**—MGM. Direction, Stanley Donen. When a star walks out of a show three weeks before the opening, the frantic producers advertise for a newcomer. Heroine Debbie Reynolds gets the part, and amid bright showers of confetti and balloons the musical gets under way. Dancers Marge and Gower Champion lend grace to the show, and Kurt Kasznar proves agile in a song-and-dance number. Debbie Reynolds and Bob Fosse are engaging juvenile leads. The plot is weak and repetitious and the music average, but the lyrics of Ira Gershwin are clever and amusing. Cast: Debbie Reynolds, Bob Fosse, Marge and Gower Champion, Kurt Kasznar.

Family	12-15	8-12
Entertaining	Gay	Yes

**The Master of Ballantrae**—Warner Brothers. Direction, William Keighley. A swashbuckling adventure spectacle based on Robert Louis Stevenson's book is laid in Scotland when the exiled "Bonnie Prince Charlie" returned home to dethrone King George II. Errol Flynn swaggers convincingly as Jamie, master of Ballantrae, who fights for the ill-fated prince, then goes on fighting in the West Indies, on pirate ships, then on and on—all for Scotland and his lady fair. The heroic farce is handsomely produced, with a good supporting cast. Cast: Errol Flynn, Robert Livesey.

Family	12-15	8-12
Entertaining	Entertaining	Yes

**Mister Scoutmaster**—20th Century-Fox. Direction, Henry Levin. What happens when a supercilious executive takes over a mischievous Boy Scout troop is not hard to guess if the man turns out to be the same perfectionist who steered his fastidious way through *Sitting Pretty*. As a producer of a television show highly rated by the intelligentsia but ignored by children Clifton Webb decides to find out what children are really like, so he becomes scoutmaster of a troop that has worn out several other men. It isn't easy for him to win control, and his problems are complicated by one small cub scout, who wistfully obtrudes himself into every activity. To seem more like other boys this orphan has built a wall of lies around himself. Mr. Webb can see only the lies, but Frances Dee, as his wife, sees through them to the loving and lovable little boy who eventually achieves the "belonging" he seeks. Although entertaining for children, the picture is primarily beamed at tender-hearted grownups. Cast: Clifton Webb, George Winslow, Edmund Gwenn, Frances Dee.

Family	12-15	8-12
Gay and amusing	Amusing	Yes

**Scandal at Scourie**—MGM. Direction, Jean Negulesco. In an appealing if unevenly plotted and produced comedy-drama, Greer Garson and Walter Pidgeon play a small-town couple in the Canada of the late eighteen-hundreds. The wife's impulsive decision to adopt a Catholic orphan is seen by her husband's political enemies as a trick to win the Catholic vote and precipitates a major crisis in the predominantly Protestant community. The religious situation is dealt with in a refreshingly forthright manner, and, for the most part, the relationship between the child and her new parents manages to avoid oversentimentality. Cast: Greer Garson, Walter Pidgeon, Donna Corcoran, Arthur Shields.

Family	12-15	8-12
Appealing	Good	Girls will like it better than boys.

**Sweethearts on Parade**—Republic. Direction, Allan Dwan. A medicine show of the 1870's melodically travels the road to romance, providing a background for two love stories. The old-fashioned plot is embellished with mild humor, old ballads and popular songs, and colorful costumes and sets. A sprightly, somewhat sugary musical. Cast: Ray Middleton, Lucille Norman.

Family	12-15	8-12
Entertaining	Entertaining	Yes

### ADULTS AND YOUNG PEOPLE

**A Blueprint for Murder**—20th Century-Fox. Direction, Andrew Stone. The plot of this well-paced, well-dressed, and well-polished whodunit would have us accept the notion that a man who attempts to solve the mystery of his niece's death will himself gamble at murder. But once this chunk of improbability is swallowed, the story moves briskly on its glossy, slightly feverish way. *A Blueprint for Murder*, strangely enough, is exactly what



the title says it is and will prove highly satisfactory fare for mystery fans. Cast: Joseph Cotten, Jean Peters, Gary Merrill.

Adults	15-18	12-15
Slick thriller	Reasonably lively	Probably dull

**Column South**—Universal-International. Direction, Frederick de Cordova. An historical melodrama of the Civil War that juggles all the usual ingredients of a western, plus military intrigue and an aimless discourse on race relations. The confusing story abounds in cruelty and violence. Cast: Audie Murphy, Joan Evans, Robert Sterling.

Adults	15-18	12-15
Poor	Poor	No

**Conquest of Cochise**—Columbia. Direction, William Castle. Even the title of this film is annoying. With such a great and humane Apache chief (or so the legend goes) a treaty should be signed in mutual dignity and respect. Here a flabby Cochise capitulates almost casually to the white men, without any attempt to exact fair treatment for his people in return. Indeed he may not have cared, for his eyes were on a Mexican maid. A poor copy of *Broken Arrow*. Cast: John Hodiak, Robert Stack, Joy Page.

Adults	15-18	12-15
Poor	Poor	Poor



A hoot owl interrupts Clifton Webb's ghost story in *Mister Scoutmaster*.

**The Cruel Sea**—Universal-International. Direction, Charles Frend. A vivid and occasionally inspired drama of the relentless hardship, blood, and grime of naval warfare, based on Nicholas Monsarrat's novel. Although Jack Hawkins, as Captain Ericson, states in his opening narration that the only enemy in this story is the sea, war is the real opponent. The sea is implacable and unyielding, but the characters are not driven by any irresistible fascination or desire to conquer it. The story of Ericson and his inexperienced crew begins in 1939 and carries the same handful of characters through six endless years of convoy duty in the North Atlantic. The fine acting and the British passion for painstaking realism make this small group of men so alive to us that we cannot abandon any one of them until his fate is sealed by death or ultimate victory. Cast: Jack Hawkins, Donald Sinden.

Adults	15-18	12-15
Powerful	Yes	Exciting

**The Diamond Queen**—Warner Brothers. Direction, John Brahm. An insignificant melodrama of adventure, treachery, and love in the Orient. Spiced with varied tortures and miraculous escapes. Cast: Fernando Lamas, Arlene Dahl, Gilbert Roland.

Adults	15-18	12-15
Mediocre	Mediocre	Mediocre

**From Here to Eternity**—Columbia. Direction, Fred Zinnemann. Pruned of its invective and obscene language, James Jones' best-selling novel emerges as a strong, compassionate story. It is a sober, honest delineation of one serviceman's clash with brutality and organized cruelty engendered in his company by a weak and ambitious sergeant. Private Prewitt suffers extreme hardships at the hands of the Army, yet cannot forget that it gave him a feeling of belonging and a chance to make something of himself. Montgomery Clift is unforgettable as Prewitt. He and Donna Reed, a pathetic hostess at the New Congress Club, seem symbolic of all the inarticulate and un-

important people in the world who try desperately to make their lives meaningful. Burt Lancaster is perfect as the monolithic and inviolable top sergeant. Two surprise pieces of casting come off remarkably well—Deborah Kerr in the tragic role of Karen Holmes and Frank Sinatra, who is a joy and a delight as the wise-cracking, blindly courageous Maggio. Major credit for this production, however, should go to director Fred Zinnemann. Cast: Montgomery Clift, Burt Lancaster, Deborah Kerr, Donna Reed, Frank Sinatra.

Adults	15-18	12-15
Excellent	Mature	No

**Latin Lovers**—MGM. Direction, Mervyn LeRoy. Cast in the unlikely role of president of a virtual industrial empire, Lana Turner finds herself in doubt as to whether shipping magnate John Lund is the man for her. When he goes off to Brazil for some polo she follows him, but she is no sooner there than she meets Ricardo Montalban, one of the local aristocracy. With a more spirited leading woman, this might have been an amusing comedy. Cast: Lana Turner, Ricardo Montalban, John Lund, Louis Calhern.

Adults	15-18	12-15
Mediocre	Mediocre	Mediocre

**Main Street to Broadway**—MGM. Direction, Tay Garnett. A trivial, sentimental tale about show business is not strengthened by the brief appearance of numerous well-known stage and screen stars. A playwright attempts to write a play for Tallulah Bankhead, portraying her as a wholesome, home-loving wife. (A sequence in which Miss Bankhead tries the part on for size is amusing.) Gertrude Berg persuades him to try a murder theme instead, but the play is turned down. Among the other somewhat self-conscious notables who play themselves are Ethel Barrymore, Faye Emerson, Mary Martin, Shirley Booth, Helen Hayes, the Rex Harrison, Oscar Hammerstein II, and John Van Druten. Agnes Moorehead and Herb Shriner do what they can to strengthen a weak, trite plot. Cast: Tom Morton, Mary Murphy, Herb Shriner, Agnes Moorehead.

Adults	15-18	12-15
Poor	Poor	Poor

**Mask of the Himalayas**—Columbia. Direction, Andrew Merton. The breath-taking and amazingly beautiful Himalaya Mountains provide the background for a deftly fashioned melodrama. This same picture, having to do with the theft of a demonic mask from a temple, was released in 1951 under the title *Storm Over Tibet*. Wild native dances, effective photography of strange, menacing masks, and the alien, remote, and wonderful faces of the Tibetan people enhance an adequate story, well directed and acted. The picture should be seen if only for brilliantly photographed glimpses of a wild, deeply isolated section of the Himalayas. Cast: Rex Reason, Diana Douglas.

Adults	15-18	12-15
Excellent of its type	Excellent of its type	Yes

**99 River Street**—United Artists. Direction, Phil Karlson. Several full-length stories, each trite but complete, could be sieved from this plot-crowded gangster film. A near champion of the prize ring, who unhappily drives a taxicab, is involved in the goriest of gangsterdom's activities—thieving, mugging, and killing. One wonders how so pleasant looking a man as John Payne could come through all this travail apparently untouched. A thriller without charm, entertaining for those who enjoy beatings, blood, and banality. Cast: John Payne, Evelyn Keyes.

Adults	15-18	12-15
Poor	Very poor	Very poor

**Ride Vaquero**—MGM. Direction, John Farrow. Tailored to the dimensions of the melodramatic sagas of pioneering days, this richly mounted picture, with important "name" stars, fails because of sleazy material. A wild and dirty Mexican bandit, played with powerful realism by Anthony Quinn, dominates the screen. His resentment of the intruding cattlemen, his savage mannerisms, power-mad drives, and sentimental attachment to his American foster brother are focal points of interest. The foster brother, played in dead-pan fashion by Robert Taylor, switches his allegiance from the bandit to the enemy cattleman with a beautiful wife. Despite magnificent riding, beautiful color, and some feeble attempts at psychological characterization, the emphasis is on destruction—pillaging, burning, raiding, killing. Cast: Robert Taylor, Ava Gardner, Howard Keel, Anthony Quinn.

Adults	15-18	12-15
Matter of taste	Poor	No

**Tonight at 8:30**—J. Arthur Rank. Direction, Anthony Pelissier. Of these three one-act plays by Noel Coward, "Fumed Oak" makes by far the most successful transition to the screen. In this vitriolic study of a bullied husband's revolt against seventeen

years of dreary and unrewarding marriage. Mr. Coward's brilliant wit flays middle-class respectability. "Ways and Means," a superficial bit about a pair of attractive young spongers, is engagingly acted, but "Red Peppers," the portrait of a down-and-out song-and-dance team, falls flat. Cast: Valerie Hobson, Nigel Patrick, Stanley Holloway, Martita Hunt, Kay Walsh.

Adults	15-18	12-15
Fair	Mature	Possibly
<b>Volcano</b> —United Artists. Direction, William Dieterle. A poorly produced melodrama of fishing folk who live at the foot of Mount Vesuvius. Two sisters become involved with a sailor who kills in order to salvage a cache from a sunken ship. Anna Magnani gives her usual good performance, but the situations as well as the story show no imagination, and the direction is incompetent. An unconvincing plot erupts only when Vesuvius does—at the very end. Cast: Anna Magnani, Geraldine Brooks.		
Adults	15-18	12-15
Poor	Poor	No

## MOTION PICTURES PREVIOUSLY REVIEWED

### Junior Matinee

**Below the Sahara**—Excellent for all ages.  
**Francis Covers the Big Tows**—Children and young people, good; family, excellent for Francis fans.  
**The Great Sioux Uprising**—Children, good; young people, fair; family, western fans.  
**It Came from Outer Space**—Children, good, if not too frightening for younger group; young people, excellent; family, good of its kind.  
**The Kid from Left Field**—Good for all ages.  
**The Sea Around Us**—Excellent for all ages.

### Family

**Abbott and Costello Meet Dr. Jekyll and Mr. Hyde**—Children, yes; young people, entertaining; family, good of its type.  
**Arena**—Entertaining for all ages.  
**By the Light of the Silvery Moon**—Children, too long-drawn-out; young people, fair; family, fair.  
**Dangerous When Wet**—Children, yes; young people and adults, good of its type.  
**The Lady Wants Mink**—Good for all ages.  
**Little Boy Lost**—Good for all ages.  
**Melody**—Interesting for all ages.  
**A Quack in Crowded**—Children, somewhat long for the restless; young people, a must; family, outstanding.  
**Scared Stiff**—Children, yes; young people and adults, fair.  
**She Had To Say Yes**—Children, yes; young people and adults, entertaining.  
**So This Is Love**—Good of its type for all ages.  
**The Sword and the Rose**—Children and young people, yes; family, worth seeing.  
**Take Me to Town**—Entertaining for all ages.  
**Water Birds**—Excellent for all ages.

### Adults and Young People

**Affair with a Stranger**—Children and young people, poor; adults, mediocre.  
**All I Desire**—Poor for all ages.  
**Arrowhead**—Poor for all ages.  
**The Band Wagon**—Very good for all ages.  
**Bandits of Corsica**—Fair for all ages.  
**The Boat from 20,000 Fathoms**—Matter of taste for all ages.  
**The City Is Dark**—Children, poor; young people and adults, gangster film fans.  
**City That Never Sleeps**—Children, poor; young people and adults, mediocre.  
**Dangerous Crossing**—Entertaining for all ages.  
**Desert Rats**—Children, good; young people and adults, excellent.  
**The Gentle Giant**—Children, mature; young people and adults, good.  
**Godfather Prefer Blondes**—Children, no; young people, possibly; adults, matter of taste.  
**House of Wax**—Children, no; young people and adults, matter of taste.  
**I Believe in You**—Excellent for all ages.  
**Justice Is Done**—Children, no; young people, mature; adults, excellent.  
**Law and Order**—Poor for all ages.  
**Mahatma Gandhi Twentieth-century Prophet**—Children and young people, good; adults, inspiring.  
**Melba**—Good of its type for all ages.  
**The Moon Is Blue**—Children and young people, no; adults, matter of taste.  
**Murder Will Out**—Children, no; young people, poor; adults, sophisticated.  
**Pack Train**—Mediocre for all ages.  
**The Paris Express**—Children, no; young people, matter of taste; adults, just mimes.  
**Pickup on South Street**—Children, no; young people, poor; adults, matter of taste.  
**Powder River**—Children, poor; young people and adults, mediocre.  
**Roman Holiday**—Excellent for all ages.  
**Seller of the King**—Children, possibly; young people and adults, excellent of its kind.  
**Selma**—Entertaining for all ages.  
**The Secret Code**—Yes for all ages.  
**Shane**—Excellent for all ages.  
**A Slight Case of Larceny**—Children and young people, yes; adults, matter of taste.  
**Something Money Can't Buy**—Excellent for all ages.  
**See of the Rosebuds**—Poor for all ages.  
**Strling 17**—Children, mature; young people, yes; adults, excellent of its kind.  
**That Man from Tangiers**—Poor for all ages.  
**Thunder Bay**—Good for all ages.  
**Titanic**—Children and young people, yes; adults, matter of taste.  
**Vice Squad**—Children, poor; young people, well done but ethically poor; adults, crime thriller.  
**Young Bess**—Children, yes; young people and adults, fair.

(Continued from page 35)

a so-called stranger for help? If there is still much resistance among people toward clinics and counseling agencies, how do you think it can most effectively be changed?

6. Do you believe that much juvenile delinquency could be prevented if more counseling services were available to young people? In your opinion, what types of counselors should every community have for the benefit of its adolescents?

7. What are the qualifications of the social caseworker, and where are such workers to be found?

8. Summarize the values of wise counseling, both in preventing emotional troubles and in treating them.

9. One of the recommendations in the National Congress Action Program for Better Homes, Better Schools, and Better Communities reads as follows: "Cooperate with established agencies to initiate and strengthen family counseling services, including child guidance clinics and psychiatric or mental health clinics." What is your P.T.A. doing to carry out this recommendation?

### Program Suggestions

Several members of the group could, in advance of the meeting, prepare a number of brief case histories of young people whose behavior indicates poor adjustment or a serious emotional problem. These could be read one by one before the group, who would then be asked to suggest the counselor or social agency to whom each of the troubled adolescents and his parents should be referred. If it is not feasible to have these reports prepared in advance, the study group as a whole could sketch out several case histories impromptu, indicating the best sources of help for the emotional problems involved in each one.

Consider also acting out one or two of the incidents referred to in the article, such as a scene in which Tom and the science teacher are talking about family problems.

For resource persons invite a social worker, a school psychologist, a visiting teacher, a clinical psychologist, a vocational guidance counselor, or a psychiatrist. Remember that many privately and publicly sponsored social service agencies—such as settlement houses, child welfare departments, and the Y.M.C.A.—have on their staffs persons professionally trained to counsel young people.

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